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BEGINNING CAIRO ARABIC. PRELIMINARY EDITION.

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THIS COLLEGE-LEVEL TEXT CONSISTS OF A SET OF DRILLS AND NOTES ON THE BASIC OR COMMONLY USED PHRASE AND SENTENCE PATTERNS OF CAIRO ARABIC. A REFERENCE GRAMMAR, WITH PHONOLOGY, MORPHOLOGY, AND SYNTAX IS PROVIDED IN 30 LESSONS. EACH LESSON IS DESIGNED TO BE USED WITH TAPE RECORDINGS. THE TRANSCRIPTION OF THE TEXT REFLECTS THE "PRESTIGE USAGE" OF THE CAIRO DIALECT. ENTRIES IN THE TEXT GLOSSARY ARE LIMITED TO THE VOCABULARY USED IN THE LESSONS AND TO COMPARISONS OF ADJECTIVES, MODALS, VERB AND NOUN PHRASES, AND SUBORDINATORS. (GC)

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B E G I N N I N G      C A I R O      A R A B I C

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The University of Texas

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## P R E F A C E

The lessons in this book are the product of the classroom and the non-availability of a text designed for basic instruction in Cairo Arabic for university and college students. Efforts to adapt available teaching materials for this purpose proved frustratingly unsuccessful, and gradually a new set of drills and notes on the basic or commonly-used phrase and sentence patterns took shape. These were used in the classroom for two successive years and then completely rewritten. The result is this preliminary edition.

Arabic is today spoken by some 100,000,000 people, spread over a large area, from Morocco in the west to the Uzbek S.S.R. in the east. The majority are concentrated in a smaller area, roughly bounded by the Sahara desert, the Atlantic, the Mediterranean, and the Persian Gulf. The many regional dialects within this area show differences in sounds, vocabulary, and sentence patterns; nevertheless a high degree of mutual intelligibility exists among most dialects. In addition to the regional variation, there is also variation relatable to the socio-economic status of the speakers. The resulting picture of regional dialects and overlaid social dialects is of course not unique with Arabic; it can be observed in any language spoken over a large area for a long time. The language situation in the Arab world is, however, further complicated by the fact that Modern Standard Arabic, the language of most literature and formal discourse, is a superimposed standard regarded as the ideal by all speakers of Arabic.

This being so, the question may fairly be asked: why not study just Modern Standard Arabic? If one's objectives are limited to reading publications in Arabic, then by all means one should study only Modern Standard Arabic. If, however, one's objectives include living and studying or doing research in the Arab world, then competence in Modern Standard Arabic is not enough. It is not used, even by highly educated speakers, in everyday situations; in these all Arabs use their native dialect. In fact, as scholars of language use the term, Modern Standard Arabic is no one's native language. It is learned by the speaker of Arabic in school, and educated Arabs, especially when discussing almost any subject in an academic or formal context, borrow freely from Modern Standard Arabic. The result is what has been called a "mixed" or "in-between" language, of which many examples can be found in the lessons in the second half of this book.

The language used in this book is identified as Cairo Arabic; it represents the prestige usage of the majority of Cairenes in all relatively informal situations. This is of course not to say that other varieties of Arabic cannot be observed in Cairo. In a metropolis of some 4,000,000, variation in speech is to be expected, and it can most certainly be observed in Cairo.

Cairo Arabic seems the most useful dialect for the beginning student of Arabic. It has more speakers and more prestige than any other dialect of

Arabic, reflecting the fact that Cairo is the political, religious and cultural center of the Arab world. In this connection, it is worth noting that most of the movies shown throughout the Arabic speaking countries are produced in Cairo using the local dialect. Thus Cairo Arabic will be understood, not only by all Egyptians, but by most speakers of Arabic, however much or little their daily speech may deviate from it. With reasonable competence in Cairo Arabic, the student will find it much easier to acquire Modern Standard Arabic; it hence serves also as a good introduction to the latter.

In the preparation of this book, we have been helped in various ways by many others, not least of these our students who used the first draft. Mrs. Victorine Abboud assisted with the checking of the drills and provided the woman's voice for the accompanying recordings. Mr. Ahmed K. Abdel-Hamid answered innumerable questions beginning "How do you say ...?" and compiled the glossary. Professor Ernest F. Haden (University of Texas) made many helpful suggestions, especially about the content and production of the recordings.

Professors W. Freeman Twaddell (Brown University) and Charles A. Ferguson (Center for Applied Linguistics) took time from a busy schedule to spend several days with us going over the first draft and suggested many improvements.

Since the final responsibility for the book is ours, no blame must attach to any of the aforementioned for its shortcomings.

Of the many works consulted during the preparation of this book, the following were helpful and frequently used. Richard S. Harrell, Laila Y. Tewfik, and George D. Selim, Lessons in Colloquial Egyptian Arabic, revised edition (Washington: Georgetown University Press, 1963); T.F. Mitchell, An Introduction to Egyptian Colloquial Arabic (London: Oxford University Press, 1956), and Colloquial Arabic, The Living Language of Egypt (London: English Universities Press, 1962); two unpublished University of Texas dissertations: Hilmi M. Aboul-Fetouh, A Morphological Study of Egyptian Colloquial Arabic (1961), and Saad M. Gamal-Eldin, A Syntactic Study of Colloquial Egyptian Arabic (1961); W.H.T. Gairdner, Egyptian Colloquial Arabic, second edition (London: Oxford University Press, 1926) from which several stories were adopted; details and statistics about the educational system and the High Dam were taken from Amir Boktor, The Development and Expansion of Education in the United Arab Republic (Cairo: American University in Cairo Press, 1963) and the United Arab Republic Year Book 1963 (Cairo: Information Department, n.d.).

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Austin  
February 1965

W.L.  
P.A.

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## INTRODUCTORY LESSON

### Conversation

1. sañíida.	Hello.
2. sañíida, áhlan wi sáhlan.	Hello, good to see you.
3. áhlan wi sáhlan biik. áhlan wi sáhlan bíiki. áhlan wi sáhlan bíikum.	Good to see you (m) too. Good to see you (f) too. Good to see you (p) too.
4. izzáyyak. izzáyyik. izzayyúkum.	How are you (m)? How are you (f)? How are you (p)?
5. izzáay <u>ñadrítak</u> . izzáay <u>ñadrítik</u> .	How are you, sir? How are you, ma'am?
6. kwáyyis, ilñámdu lilláah. kwayyísa, ilñámdu lilláah. kwayyisiín, ilñámdu lilláah.	Fine (m), thanks. Fine (f), thanks. Fine (p), thanks.
7. wi-zzáyyak-ínta. wi-zzáyyik-ínti. wi-zzayyúkum-íntu.	And how are you (m)? And how are you (f)? And how are you (p)?
8. wi-zzáay <u>ñadrítak</u> . wi-zzáay <u>ñadrítik</u> .	And how are you, sir? And how are you, ma'am?
9. ilñámdu lilláah.	(Reply to above.)
10. sañíida.	Good-bye (by person leaving).
11. máña-ssaláama.	Good-bye (to person leaving).
12. <u>alláh</u> yisallímak. <u>alláh</u> yisallímik. <u>alláh</u> yisallímkum.	(Reply to above.) (m) (Reply to above.) (f) (Reply to above.) (p)

Note on greetings. In Arabic speaking countries, greetings form a much larger and more important part of everyday interpersonal contacts than they do in English. The sequence of greetings given above should hence

be regarded as the minimum demanded by common courtesy in most situations.

Note that different forms are sometimes used by the speaker, whether a man (m), or a woman (f), or more than one person (p); see number 6, 'Fine, thanks.' Similarly, different forms are used in addressing a man (m), or a woman (f), or more than one person (p); see 3, 4, 5, 7, 8, and 12.

Questions like /izzáyyak/ (4 and 7) are informal and are used only in addressing persons with whom you are on a first-name basis. In other situations, the more formal /izzaay ḥadrítak/ (5 and 8) should be used.

Note on pronunciation: The sound represented by /ħ/ and /ʕ/ (pharyngeal spirants) and by letters with a broken underscore (emphatics) do not occur in English. Listen carefully to them and learn them by imitating your instructor. All of these sounds are very common in Arabic and they must be learned. No substitutions are acceptable.

Vowels and consonants in Arabic are either long (written with two letters) or short (written with one letter). The /l/ in /yisallímak/ is approximately twice as long as that in /saláama/. This feature of Arabic will have to be imitated very carefully, since the difference between words may be indicated solely by it: /sáma/ 'sky', and /sámma/ 'he named'.

#### Pronunciation practice

##### ?/ʕ contrasts

?aam	ʕaam
?ála	ʕála
?add	ʕadd
?álam	ʕálam
?iid	ʕiid

##### h/ħ contrasts

haan	ħaañ
habb	ħabb
hadd	ħadd
háwa	ħáwa
húmma	ħúmma

##### ħ/ʕ contrasts

ħaal	ʕaal
ħall	ʕall
ħadd	ʕadd
ħann	ʕann
ħilm	ʕilm

##### C/CC contrasts

bána	bánna
sáma	sámma
dáras	dárris
ʕáza	ʕázza
ʕála	ʕálá

## LESSON 1

iddárs-il?áwwil

Conversation

## MEETING THE TEACHER

1. sabáañ-ilxéer. Good morning.
2. sabáañ-ilxéer. Good morning.
3. ñadrítak-ilmudárris? Sir, are you the teacher?
4. áywa. wi miin ñadrítak. Yes, and who are you (m)?  
áywa. wi miin ñadrítik. Yes, and who are you (f)?
5. ?ísmi John Smith. My name is John Smith.
- ?ísmi Mary Smith. My name is Mary Smith.
6. áhlan wi sáhlan. Glad to meet you.
7. áhlan wi sáhlan biik. Glad to meet you too.
8. ñadrítak bitíraf fárabi? Do you (m) know any Arabic?  
ñadrítik bitíráfi fárabi? Do you (f) know any Arabic?
9. šwáyya, miš kitíir. A little, not much.

## Classroom expressions.

1. fáahim? Do you (m) understand?  
fáhma? Do you (f) understand?  
fahmiín? Do you (p) understand?
2. áywa, fáahim. Yes, I (m) do.  
áywa, fáhma. Yes, I (f) do.  
áywa, fahmiín. Yes, we do.
3. la? miš fáahim. No, I (m) do not understand.
4. féen-ilkitáab. Where is the book?
5. ahóo-lkitáab. Here is the book.
6. féen-ittilmíiz. Where is the student?
7. ahóo-ttilmíiz. Here is the student.
8. ?úul-issu?áal da táani min fádlak. Say (m) this question again please.  
?úuli-ssu?áal da táani min fádlik. Say (f) this question again please.

### Pronunciation practice

?/ʕ contrasts	ħ/ħ contrasts	ħ/ʕ contrasts
suʔáal suʃáal	šáahid šáaħit	šábaħ šábaħ
sába? sábaħ	šábah šábaħ	?áħla ?áħla
wára? wáraħ	nábah nábaħ	naħl naħl
sá?a sáħa	yihídd yiħídd	yiħídd yiħídd
dii? diiħ	nahl naħl	yiħíid yiħíid
k/x contrasts	g/ɣ contrasts	x/ɣ contrasts
kaaf xaaf	gaab ɣaab	xáali ɣáali
kaan xaan	gáali ɣáali	xánna ɣánna
keel xeel	gaar ɣaar	xála ɣála
kal xall	gáんな ɣáんな	xarr ɣarr
káfa xáfa	garr ɣarr	xéeba ɣéeba

### Grammar

#### A. Equational sentences: affirmative.

Subj.    Pred.

ittamriin gidiid.	The exercise is new.
ittamriin tawiil.	The exercise is long.
ilkúrsi-gdíid.	The chair is new.
ilkúrsi ɬadíim.	The chair is old.
iddárs <sup>i</sup> -gdíid.	The lesson is new.
iddárs <sup>i</sup> tawiil.	The lesson is long.

N1.1 The equational sentence is one of the major sentence types in Arabic.

It usually has no verb and consists of a subject and a predicate. The subject is always definite.

N1.2 The article is a prefix: /kúrsi/ 'chair', /ilkúrsi/ 'the chair'; /dars/ 'lesson', /iddárs/ 'the lesson'.

N1.3 Assimilation of the /l/ of the article to the following consonant is obligatory before /t d s z ʃ ʒ n r/. Before /k g/ the assimilation is optional; 'the chair' is either /ilkúrsi/ or /ikkúrsi/. Before all other consonants the /l/ remains unassimilated.

N1.4 If the first vowel of a word is unstressed /i/, and this word follows one ending in a vowel, the /i/ is elided. Hence, the sequence of /ilkúrsi/ and /gidíid/ occurs as /ilkúrsi-gdíid/, pronounced as if the words were /ilkúrsig/ and /díid/. The hyphen is used to show this type of linkage.

N1.5 If a word ending in two consonants (CC) occurs before one beginning with a consonant (C), the vowel /i/ is added to the former. This is to avoid a sequence of CCC, which almost never occurs. The added vowel is written above the line; the sequence of /iddárs/ and /tawíil/ occurs as /iddárs<sup>i</sup> tawíil/. Note that the unstressed /i/ of /gidíid/ elides after the added vowel as after other final vowels.

#### DRILLS

##### LIST 1.1      Nouns      Adjectives

mudárris	teacher	kibíir	old (of persons)
wálad	boy	suyáyyar	young
tilmíiz	student	tawíil	tall
ráagil	man	?usáyyar	short
mudíir	director	nabíih	intelligent
náazir	principal	latíif	pleasant

1.1 T: féen-il mudárris. 'Where is the teacher?'

S: ahoo-1 mudárris. 'Here is the teacher.'

Continue with the nouns in List 1.1.

1.2 ilwálad nabíih. 'The boy is intelligent.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

LIST 1.2	<u>Nouns</u>	<u>Adjectives</u>	
(i)	kitáab book su'áal question ?imtiñáan examination tamriín exercise, drill wáagib assignment	sahí <u>sa<b>ß</b>b</u> <u>tawíil</u> <u>?usáyyar</u> muhímm	easy difficult long short important
(ii)	dars lesson šuγl work ?ism name <u>satr</u> line <u>fasl</u> chapter, class		
1.3	ilkitáab sahl. 'The book is easy.'		
	a. Substitute in the predicate position.		
	b. Substitute in the subject position, using nouns (i).		
	c. Substitute in either position.		
1.4	iddárs <sup>i</sup> sahl. 'The lesson is easy.'		
	a. Substitute in the predicate position.		
	b. Substitute in the subject position, using nouns (ii).		
	c. Substitute in either position, using nouns (i-ii).		
1.5	ilkitáab gidiid. 'The book is new.'		
	iddárs <sup>i</sup> -gdíid. 'The lesson is new.'		
	a. Substitute in the subject position, using nouns (ii).		
	b. Substitute in the subject position, using nouns (i-ii).		
B.	Equational sentences: negative.		
	<u>Subj.</u>	<u>Pred.</u>	
	ittamriín miš gidiid.		The exercise is not new.
	ittamriín miš <u>tawíil</u> .		The exercise is not long.
	ilkúrsi miš gidiid.		The chair is not new.
	iddárs <sup>i</sup> mis sahl.		The lesson is not easy.
	iddárs <sup>i</sup> mis <u>sa<b>ß</b>b</u> .		The lesson is not difficult.

N1.6 The negative of an equational sentence is formed by adding /miš/ before the adjective in predicate position.

N1.7 Note that /š/ assimilates to /s/ before /s/; hence /mis sahl/ not /miš sahl/. (Similarly /š z/ becomes /z z/.)

#### DRILLS

1.6 Repeat drills 1.2-5 in the negative.

## LESSON 2

iddárs-ittáani

Conversation

## MEETING A STUDENT

1. ħadrítak másri? Sir, are you Egyptian?  
ħadrítik masríyya? Ma'am, are you Egyptian?
2. áywa, ána másri. Yes, I am Egyptian (m).  
áywa, ána masríyya. Yes, I am Egyptian (f).
3. ána min-iskindiríyya. I am from Alexandria.
4. ána 'amrikáani. I am American (m).  
ána 'amrikaníyya. I am American (f).
5. ána min Texas. I am from Texas.
6. ána 'amrikáani, miš másri. I am American, not Egyptian (m).  
ána 'amrikaníyya, miš masríyya. I am American, not Egyptian (f).
7. ána tilmíiz. I am a student (m).  
ána tilmíiza. I am a student (f).
8. batfállim ʃárabi. I am learning Arabic.  
batfállim 'almáani. I am learning German.
9. ímta-lmuħádra. When is the lecture?
10. ilmuħádra-ssáaħa ʃášara. The lecture is at 10 o'clock.
11. ilħíssa fi-lóoda nímra ʃášara. The class is in Room 10.

## Classroom expressions.

1. ?úul-ilgúmla di táani min fádlak. Say (m) this sentence again please.  
?úuli-lgúmla di táani min fádlik. Say (f) this sentence again please.  
?úulu-lgúmla di táani min fadlúkum. Say (p) this sentence again please.
2. yáñni ?ée-lkfílma di bi-l?ingilíizi. What is this word in English?
3. miš ʃáarif. I (m) don't know.  
miš ʃárfha. I (f) don't know.  
miš ʃarfíin. We don't know.
4. féen-ittilmíiza. Where is the student(f)?
5. ahée-ttilmíiza. Here is the student(f).

### Pronunciation practice

k/x contrasts		g/y contrasts		x/y contrasts	
fakk	faxx	taag	saay	šaax	saay
šeek	šeex	dámag	dámay	yixíib	yiyíib
síkin	síxin	?ágmal	?áyma?	?axíir	?ayíir
yikúun	yixúun	yigíib	yiyíib	yixálli	yiyálli
yáakul	yáaxud	yígri	yíyri	yixátti	yiyátti
ħ/x contrasts		C/CC contrasts		V/VV contrasts	
ħaal	xaal	fáta	fáttā	min	miin
ħall	xall	máda	máddā	futt	fuut
ħatt	xatt	sílim	síllim	bátt	baat
ħarr	xarr	sáwa	sáwwa	dáwa	dáawa
ħeet	xeet	ná?al	ná??al	ńálam	ńáalam

### Grammar

#### A. Masculine and feminine nouns and adjectives.

ilkitáab sahl.	The book is easy.
iddárs <sup>i</sup> -gdíid.	The lesson is new.
ilkílma sáhla.	The word is easy.
ilgúmla-gdíida.	The sentence is new.
ilgúmla miš gidiíida.	The sentence is not new.

N2.1 /kitáab/ and /dars/ are masculine (m) nouns; /kílma/ and /gúmla/ are feminine (f) nouns. In spite of the fact that both of these f. nouns, and most f. nouns, end in /a/ (and most m. nouns do not end in /a/), you cannot always tell the gender of a noun from its ending. The gender of Arabic nouns must be learned for each noun.

N2.2 Adjectives have two forms and agree in gender with singular nouns.

The base form is m. /sahl/; the suffix /-a/ marks f. inflection.

Adjectives ending in /i/ add /yy/ before /-a/: /másri/ (m), /masríyya/ (f).

N2.3 If a word ends in /iC/, like /wíhiš/ 'bad, ugly', or /šáatir/ 'clever', or /kwáyyis/ 'good', the (unstressed) /i/ before the final C is elided when a suffix is added: /wíhiš/ (m), /wíñša/ (f). At the same time, since VV never occurs before CC in the same word, the /aa/ in

/šáatir/ (m) is shortened: /šátra/ (f). However, the /i/ is not elided if a sequence of CCC would result. Thus /kwáyyis/ (m) simply adds /-a/: /kwáyyísa/ (f).

### DRILLS

#### LIST 2.1      Nouns      Adjectives

mudarrísá	teacher (f)	nabíih	nabíha	intelligent
názra	principal (f)	šáatir	šátra	clever
tilmíiza	student (f)	kibíir	kibíira	old
mudíira	director (f)	tawíil	tawíila	tall
sitt	woman	kwáyyis	kwáyyísa	good
bint	girl	latíif	latíifa	pleasant

2.1 T: féen-il mudarrísá. 'Where is the teacher?'

S: ahée-l mudarrísá. 'Here is the teacher.'

Continue with the nouns in List 2.1.

2.2 il bint<sup>i</sup> nabíha. 'The girl is intelligent.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

#### LIST 2.2      Adjectives

másri	masríyya	Egyptian
?amrikáani	?amrikaníyya	American
?ingilíizi	?ingilizíyya	English
?almáani	?almaníyya	German
faransáawi	faransawíyya	French
?asbáani	?asbaníyya	Spanish
fárabi	farábíyya	Arab

2.3 il bint<sup>i</sup> masríyya. 'The girl is Egyptian.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

LIST 2.3		<u>Nouns</u>	<u>Adjectives</u>		
kílma	word	sah1	sáhla	easy	
gúmla	sentence	sa <b>b</b>	sá <b>ba</b>	difficult	
nímra	number, grade	gidíid	gidíida	new	
ñíssa	class	?adíim	?adíima	old (of things)	
mas'ála	problem	muhímm	muhímma	important	
muñádra	lecture	tawiil	tawiila	long	

2.4 *ilkílma-gdíida.* 'The word is new.'

- a. Substitute in the predicate position.
- b. Substitute in the subject position.
- c. Substitute in either position.

2.5 Repeat drills 2.2-4 in the negative.

B. Equational sentences: questions and answers.

<u>Statement:</u>	ilwáagib sah1.	The assignment is easy.
<u>Question:</u>	ilwáagib sah1?	Is the assignment easy?
<u>Answers:</u>	áywa-ilwáagib sah1.	Yes, the assignment is easy.
	la?, ilwáagib mis sah1.	No, the assignment is not easy.
	áywa, sah1.	Yes, it is.
	la?, mis sah1.	No, it isn't.

N2.4 Statements and corresponding questions of equational sentences differ only in intonation. /?/ represents a pitch pattern similar to that of English yes-or-no questions.

#### DRILLS

2.6 T: *ilwálad nabíh?* 'Is the boy intelligent?'

S: *áywa-ilwálad nabíh.* 'Yes, the boy is intelligent.'

*la?, ilwálad miš nabíh.* 'No, the boy is not intelligent.'

Continue with the following sentences:

<i>irráagil latíif.</i>	<i>ittilmíiza nabíha.</i>
<i>il'imtíháan sa<b>b</b>.</i>	<i>ilñíssa muhímma.</i>
<i>issátr<sup>i</sup> sah1.</i>	<i>issít<sup>i</sup> ?almaníyya.</i>
<i>ilbínt<sup>i</sup> šátra.</i>	<i>ilmudárris másri.</i>

2.7 T: irráagil latíif. 'The man is pleasant.'

S<sub>1</sub>: irráagil latíif? 'Is the man pleasant?'

S<sub>2</sub>: áywa, latíif. 'Yes, he is.'

S<sub>3</sub>: la?, miš latíif. 'No, he isn't.'

Continue with the sentences in drill 2.6.

C. Numerals: 1-10.

wáaňid	1	sítta	6
itnéen	2	sábfa	7
taláata	3	tamánya	8
?arbáfa	4	tísfa	9
xámsa	5	?ášara	10

DRILLS

2.8 T: taláata záa?id ?itnéen yisáawi kaam, '3 + 2 ='

S: xámsa. '5'

Continue with the following:

$$\begin{array}{lll} 5 + 4 & 2 + 4 & 7 + 3 \\ 6 + 2 & 5 + 5 & 1 + 4 \\ 3 + 5 & 9 + 1 & 6 + 3 \end{array}$$

SUPPLEMENTARY DRILLS

2.9 ilmuňádra-ssáafa ?ášara. 'The lecture is at 10 o'clock.'

Substitute:	5 o'clock	9 o'clock
	8 o'clock	2 o'clock
	3 o'clock	4 o'clock

2.10 ilhíssa fi-1?óoda nímra taláata. 'The class is in Room 3.'

Substitute:	Room 9	Room 10
	Room 6	Room 5
	Room 8	Room 7

2.11 ána miš másri. ána ?amrikáani. 'I'm not Egyptian. I'm American.'

ána miš masríyya. ána ?amrikaníyya.

Substitute for /másri/: English, Arab, German, Spanish, French.

Conversation

## THE ARABIC CLASS

1. izzáay káanit híssit-ilfárabi. How was the Arabic class?
2. ilhíssa káanit mufíida gíddan. The class was very interesting.
3. ilmudárris kállim-ittalámza bi-lFárabi. The teacher spoke to the students in Arabic
4. wi fássar-iddárs<sup>i</sup> bi-l'ingilíizi. and explained the lesson in English.
5. wi kúll<sup>i</sup> tilmíiz sámmañ bi-lFárabi. Every student recited in Arabic
6. wi tárgim-ilgúmla 'aw-ilkílma bi-l'ingilíizi. and translated the sentence or the word into English.
7. miin dárris-ilhíssa di. Who taught this class?
8. ilustáaz 'áhmad mudárris-illFárabi. Prof. Ahmad is the teacher of Arabic.
9. láá*?i*-lFárabi safb? Do you (m) find Arabic difficult?
10. láá*?ya*-lFárabi mis safb? Do you (f) find Arabic difficult?
11. láakin sáawiz šúy1<sup>i</sup>-ktíir. No, Arabic is not difficult.
- 
- But it needs a lot of work.

## Classroom expressions.

1. 'úlha márra ténya min fádlak. Say (m) it again please.
2. 'ulíha márra ténya min fádlik. Say (f) it again please.
3. 'ulúuha márra ténya min fadlúkum. Say (p) it again please.
4. la?, yálat. miš kída. No, that's wrong. Not that way.
5. láazim ti'úlha kída. You (m) must say it this way.
6. láazim ti'ulíha kída. You (f) must say it this way.
7. 'ulúuha máfa bañd. Say (p) it together.
8. áywa, saññ. Right.
9. tamáam. Perfect.

## Pronunciation practice

### Nonemphatic/emphatic contrasts

tiin	<u>tiin</u>	bárdú	<u>bárdú</u>	hazz	<u>hazz</u>
taab	<u>taab</u>	fáadi	<u>fáadi</u>	mahzúuz	<u>mañzúuz</u>
baat	<u>baat</u>	seef	<u>seef</u>	rabb	<u>rabb</u>
fáatir	<u>fáatir</u>	bass	<u>bass</u>	íamm	<u>íamr</u>
damm	<u>damm</u>	?ásad	<u>?ásad</u>	ńámma	<u>ńámma</u>
darb	<u>darb</u>	zann	<u>zann</u>	?axx	<u>?axx</u>

## Grammar

### A. The demonstrative.

ilkitáab da sahl.	The book is easy.
iddárs <sup>i</sup> da-gdíid.	This lesson is new.
iddárs <sup>i</sup> da mis <u>safb</u> .	This lesson is not difficult.
ilkílma di sáhla.	This word is easy.
ilgúmla di-gdíida.	This sentence is new.
ilgúmla di mis <u>sáfba</u> .	This sentence is not difficult.

N3.1 Like adjectives (N2.2), the demonstrative has two forms, /da/ (m) and /di/ (f), and agrees in gender with singular nouns. The demonstrative in these sentences could be translated 'that' as well as 'this'.

N3.2 The subject of these sentences is a definite attributive phrase, a construction of article + noun + demonstrative.

## DRILLS

3.1 ilwálad da nabíih. 'This boy is intelligent.'

- a. Substitute, using the nouns and adjectives in List 1.1.
- b. Repeat, using the nouns and adjectives in List 1.2.

3.2 ilbínt<sup>i</sup> di sátra. 'This girl is clever.'

- a. Substitute, using the nouns and adjectives in Lists 2.1 and 2.2.
- b. Repeat, using the nouns and adjectives in List 2.3.

3.3 ilmudarrísá nabíha. 'The teacher is intelligent.' Substitute:

<u>irrágíl</u>	<u>ittíimiiza</u>	<u>ilwálad</u>
<u>kibír</u>	<u>ilmudárris</u>	<u>?usáyyar</u>
<u>issít</u>	<u>tawíil</u>	<u>šáatir</u>
<u>ilwálad</u>	<u>ilmudíira</u>	<u>innázra</u>
<u>?usáyyar</u>	<u>ilbínt</u>	<u>ilmudíir</u>

3.4 ilmudarrísá di nabíha. 'This teacher is intelligent.'

Continue with the items in drill 3.3.

3.5 iddárs<sup>i</sup> sahl. 'The lesson is easy.' Substitute:

<u>sāb</u>	<u>issátr</u>	<u>ilgúmla</u>
<u>ilkílma</u>	<u>ilmas'ála</u>	<u>issu?áal</u>
<u>ilmuñádra</u>	<u>ittamríin</u>	<u>gidíid</u>
<u>il?imtiñáan</u>	<u>tawíil</u>	<u>ilkílma</u>
<u>muhímm</u>	<u>ilñíssa</u>	<u>ilwáagib</u>

3.6 iddárs<sup>i</sup> da sahl. 'This lesson is easy.'

Continue with the items in drill 3.5.

3.7 ittilmíiz da másri. 'This student is Egyptian.' Substitute:

<u>ilmudarrísá</u>	<u>almáani</u>	<u>ilmudíir</u>
<u>irrágíl</u>	<u>issít</u>	<u>?ingiliíizi</u>
<u>?amrikáani</u>	<u>ilmudárris</u>	<u>ilbínt</u>
<u>innázra</u>	<u>faransáawi</u>	<u>?árabi</u>
<u>ilwálad</u>	<u>ittilmíiza</u>	<u>ittilmíiz</u>

#### B. Verbal sentences.

<u>kállim</u>	he spoke	<u>yikállim</u>	he speaks
<u>kallímít</u>	she spoke	<u>tikállim</u>	she speaks
<u>kallímu</u>	they spoke	<u>yikallímu</u>	they speak
<u>kállim</u> <u>?áñmad</u> .	He spoke to Ahmad.		
<u>kallímít</u> <u>ilmudárris</u> .	She spoke to a teacher.		
<u>kallímu</u> - <u>ilmudárris</u> .	They spoke to the teacher.		
<u>láazim</u> <u>yikállim</u> - <u>ilmudárris</u> .	He must speak to the teacher.		
<u>láazim</u> <u>tikállim</u> - <u>innázra</u> .	She must speak to the principal.		

tárgim gúmla.	He translated a sentence.
targímít-ilgúmla.	She translated the sentence.
targímu-lgúmla di.	They translated this sentence.
láazim yitargímu-lgúmla.	They must translate the sentence.
?áñmad kállim-il mudárris.	Ahmad spoke to the teacher.
ittilmíiza targímít-ilgúmla.	The student (f) translated the sentence.

N3.3 A verbal sentence always has a verb (cf. N1.1). The simplest form of the verbal sentence consists of a verb only: /tárgim/. More complex verbal sentences given above are: (free subject +) verb + object /kállim ?áñmad/; modal + verb /láazim yitárgim/; and modal + verb + object /láazim yikállim-il mudárris/.

N3.4 Every verb has a bound subject, either a suffix or a prefix. The verb forms with suffixed subjects are perfect: completed action. The forms with prefixed subjects are imperfect: not completed action. Note that the bound subjects with some imperfect forms have a suffix as well as a prefix: /yikallímu/.

Although unstressed, the /i/ of /-it/ 'she' never elides (cf. N2.3).

In addition to a bound subject, a verb may also have a free subject. Free subjects usually precede the verb. (A free subject may be added to all of the verbal sentences given above.) Free and bound subjects agree in gender or number.

N3.5 Note that these verbs have the same stems in the perfect and the imperfect. This is true of all verbs with CVCCVC stems. Verbs like this will be called the /kallim/-type.

N3.6 The imperfect forms of the verb are not ordinarily used without a preposed modal, like /láazim/, (or other items to be discussed later).

The perfect forms may be used with or without a preposed modal.

N3.7 Some verbs like /sállim/ require a preposition before the object: /sállim sála-lmudárris/ 'He greeted (said hello to) the teacher'. Such verbs will always be given with the required preposition: /sállim sálä/.

N3.8 Note the different forms of the article. At the beginning of sentences and after the terminal written /,/ , the article is /?il-/ (or /?iC-/), although the glottal stop of the article is not written in this position. Elsewhere in sentences, the article is /il-/ (or /iC-/) after consonants and /l-/ (or /C-/) after vowels: /tárgim-ilgúmla/, /targímu-lgúmla/.

DRILLS

LIST 3.1

Verbs

kállim	he spoke (to someone)
tárgim	he translated
dárris	he taught
kámmil	he completed
<u>fássar</u>	he explained
sámma?	he recited
sállim <u>þála</u>	he greeted

3.8 T: kállim. 'He spoke.'

S: kállim. kallímit kallímu. 'He, she, they spoke.'

Continue with other verbs.

3.9 T: láazim yikállim. 'He must speak.'

S: láazim yikállim.

láazim tikállim. 'She must speak.'

láazim yikallímu. 'They must speak.'

Continue with other verbs.

3.10 T: kállim-il mudíir. 'He spoke to the director.'

S: kállim-il mudíir.

kallímit-il mudíir. 'She spoke to the director.'

kallímu-l mudíir. 'They spoke to the director.'

Continue with the following sentences:

kállim-innáazir. fássar-il mas?ála.

tárgim-il kitáab. sámma?-issátr.

kámmil-il wáagib. dárris þárabi.

sállim þála-l mudárris. tárgim-il gúmla.

3.11 T: láazim yikállim-il mudíir. 'He must speak to the director.'

S: láazim yikállim-il mudíir.

láazim tikállim-il mudíir. 'She must speak to the director.'

láazim yikallímu-l mudíir. 'They must speak to the director.'

Continue with the sentences in drill 3.10.

C. Numerals: 11-19.

<u>ñidáašar</u>	11	<u>sittáašar</u>	16
<u>itnáašar</u>	12	<u>sabaſtáašar</u>	17
<u>talattáašar</u>	13	<u>tamantáašar</u>	18
<u>?arbaſtáašar</u>	14	<u>tisaſtáašar</u>	19
<u>xamastáašar</u>	15		

DRILLS

3.12 T: tamánya záa?id tíſña-y.sáawi kaam, '8 + 9 ='

S: sabaſtáašar. '17'

3.13 T: sittáašar náa?is xámsa-y.sáawi kaam, '16 - 5 ='

S: ñidáašar. '11'

SUPPLEMENTARY DRILLS

3.14 ilmudárris kállim-ittalámza bi-lÝáabi. 'The teacher spoke to the students in Arabic.'

Substitute for /mudárris/:

ilmudarrísa	<u>innáazir</u>
<u>irráagil</u>	ilmudiira
ilbínt	<u>innázra</u>

3.15 targímu-lgúmla di bi-l?ingilíizi. 'They translated this sentence into English.'

Substitute for /?ingilíizi/:

Arabic	French
German	English
Spanish	

## LESSON 4

iddárs-irráabif

Conversation

## TELLING THE TIME

1. fándak mañáad máña ūadd?  
Fándik mañáad máña ūadd?  
Do you (m) have an appointment with anyone?  
Do you (f) have an appointment with anyone?
2. áywa. fándi mañáad máña  
rašáad-issáaſa fášara.  
Yes, I have an appointment with Rashad at 10 o'clock.
3. miš fárf-it?áxxar lee.  
miš fárf-a-t?áxxar lee.  
I (m) don't know why he is late.  
I (f) don't know why he is late.
4. ba?áalak hína-ktíir?  
ba?áalik hína-ktíir?  
Have you (m) been here long?  
Have you (f) been here long?
5. ūawáali rúbf i sáaſa.  
tílt i sáaſa  
núss i sáaſa  
sáaſa  
sáaſa-w rúbf  
About quarter of an hour.  
20 minutes (third of an hour)  
half an hour  
an hour  
an hour and a quarter
6. múmkin ti?úlli-ssáaſa kaam,  
min fádlak,  
múmkin ti?ulíili-ssáaſa kaam,  
min fádlik,  
Can you (m) please tell me what time it is?  
Can you (f) please tell me what time it is?
7. issáaſa wáñda-w xámsa.  
itnéen wi fášara  
taláata-w rubf  
?arbáſa-w tilt  
xámsa-w núss-ílla xámsa  
sítta-w núss  
sábſa-w núss i -w xámsa  
tamánya-lla tilt  
tíſſa-lla rúbf  
fášara-lla fášara  
ūidáaſar-ílla xámsa  
itnáaſar  
It is 1:05.  
2:10  
3:15  
4:20  
5:25  
6:30  
7:35  
7:40  
8:45  
9:50  
10:55  
12:00

8. láakin sátak láazim mi?addíma  
rúbi sáafa.
- láakin sátik láazim mi?addíma  
rúbi sáafa.
9. ſašáan sát-ilgámfa wáñda-lla  
ſášara bi-zzábt.
10. láakin sátak láazim mi?axxára  
tílti sáafa.
- láakin sátik láazim mi?axxára  
tílti sáafa.
11. ſašáan sát-ilgámfa wáñda-w  
núss-ílla xámsa bi-zzábt.
- But your (m) watch must be quarter  
of an hour fast.
- But your (f) watch must be quarter  
of an hour fast.
- Because by the university clock it's  
exactly 12:50.
- But your (m) watch must be 20  
minutes slow.
- But your (f) watch must be 20  
minutes slow.
- Because by the university clock it's  
exactly 1:25.

#### Pronunciation practice

long vowels		?/?? contrasts	
tiin	beet	ná? <sup>?</sup> al	da? <sup>?</sup> i? <sup>?</sup> a
rii <small>š</small>	deel	šá? <sup>?</sup> a	sa? <sup>?</sup> iil
fii	been	sába?	dá? <sup>?</sup> a
šiil	yeem	da??	ſáa? <sup>?</sup> il
ſiid	ſeen	da? <sup>?</sup> ayi?	ná? <sup>?</sup> a

#### Grammar

##### A. Plural nouns and adjectives.

- ilwálad nabíih.  
ilbínti nabíha.  
il?<sup>?</sup>awláad núbaha.  
ilbanáat núbaha.
- The boy is intelligent.  
The girl is intelligent.  
The boys are intelligent.  
The girls are intelligent.

N4.1 There are many patterns of noun plural formation in Arabic, and the form of the plural (p.) cannot be predicted from the form of the singular (s.). The p. form must hence be learned for each noun.

N4.2 Most adjectives with /ii/ in the last syllable form the p. by vowel-change: /gidíid/, /gudáad/; /nábiih/, /núbaha/. Most other adjectives form the p. by suffixing /-íin/: /sahl/, /sahlíin/; /kwáyyis/,

/kwáyyisiín/; /šaatir/, /šatriín/ (N2.3). If the s. has the form CaaCi (ending in /i/ but unlike /másri/, cf. N2.2) then the /i/ is replaced by /y/ before both the f. /-a/ and the p. /-iin/: /yáali/ (m), /yálya/ (f), /yalyíin/ (p).

N4.3 Adjectives are inflected for gender (N2.2) or number. With s. nouns, adjectives agree in gender (sentences one and two above). With p. nouns, adjectives agree in number, but not in gender (three and four above).

#### DRILLS

##### LIST 4.1 Plural nouns and adjectives

mudárris	mudarrisíin	núbaha
mudíir	mudiriíin	kubáar
mudarrísa	mudarrisáat	tuwáal
bint	banáat	lutáaf
sitt	sittáat	šatriín
tilmíiza	tilmizáat	suγayyaríin
tilmíiz	talámza	kwayyisiín
?ustáaz	?asádza	
wálad	?awláad	
ráagil	ríggaala	

4.1 féen-il mudarrisíin. 'Where are the teachers?'

ahúm-il mudarrisíin. 'Here are the teachers.'

Continue with the nouns in List 4.1.

4.2 il mudarrisíin tuwáal. 'The teachers are tall.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

4.3 T: il wálad šaatir. 'The boy is clever.'

S: il ?awláad šatriín. 'The boys are clever.'

Continue, using different nouns and adjectives.

4.4 T: issittáat kubáar. 'The ladies are old.'

S: issítta-kbíira. 'The lady is old.'

Continue, using different nouns and adjectives.

4.5 ilmudiríin tuwáal. 'The directors are tall.' Substitute:

<u>irráagil</u>	<u>kubáar</u>	<u>issittáat</u>
<u>ilmudarrísa</u>	<u>ittalámza</u>	<u>kubáar</u>
<u>ilmudarrisíin</u>	<u>ilmudíira</u>	<u>ilbínt</u>
<u>gudáad</u>	<u>suyayyára</u>	<u>ilwálad</u>
<u>ilbínt</u>	<u>il?awláad</u>	<u>nabíih</u>
<u>ittilmíiz</u>	<u>issít</u>	<u>il?asádza</u>
<u>irriggáala</u>	<u>ilbanáat</u>	<u>innázra</u>

**LIST 4.2      Plural nouns and adjectives**

<u>kitáab</u>	<u>kútub</u>	<u>sahliín</u>
<u>dars</u>	<u>durúus</u>	<u>saʃbíin</u>
<u>?imtiñáan</u>	<u>?imtiñanáat</u>	<u>gudáad</u>
<u>tamríin</u>	<u>tamaríin</u>	<u>muhimmíin</u>
<u>satr</u>	<u>?ástur</u>	<u>?usayyaríin</u>
<u>kílma</u>	<u>kalimáat</u>	<u><u>tuwáal</u></u>
<u>gúmla</u>	<u>gúmal</u>	
<u>ñíssa</u>	<u>ñíssas</u>	
<u>mas?ála</u>	<u>masáa?il</u>	
<u>muñádra</u>	<u>muñadráat</u>	

4.6 ilkútub gudáad. 'The books are new.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

4.7 T: iddurúus sahlíin. 'The lessons are easy.'

S: iddárs<sup>i</sup> sahl. 'The lesson is easy.'

Continue, using different nouns and adjectives.

4.8 T: ilgúmla sáhla. 'The sentence is easy.'

S: ilgúmal sahlíin. 'The sentences are easy.'

Continue, using different nouns and adjectives.

4.9 *ilkútub sahlíin.* 'The books are easy.' Substitute:

<i>ilwáagib</i>	<i>ilñísas</i>	<i>ilgúmla</i>
<i>ilkílma</i>	<i>muhímmiín</i>	<i>ilgúmal</i>
<i>sañb</i>	<i>ilmuñádra</i>	<i>gudáad</i>
<i>il'ímtiñáan</i>	<i>issu?áal</i>	<i>ittamriin</i>
<i>ilmas?ála</i>	<i>tawíil</i>	<i>innímra</i>

#### B. The demonstrative.

<i>ilwálad da šáatir.</i>	This boy is clever.
<i>il'awláad dool šatríin.</i>	These boys are clever.
<i>ilkítáab da-gdíid.</i>	This book is new.
<i>ilkútub dool gudáad.</i>	These books are new.
<i>ilbínt<sup>i</sup> di šátra.</i>	This girl is clever.
<i>ilbanáat dool šatríin.</i>	These girls are clever.
<i>ilgúmla di-gdíida.</i>	This sentence is new.
<i>ilgúmal dool gudáad.</i>	These sentences are new.

N4.4 Like adjectives, the demonstrative has three forms: /da/ (m), /di/ (f), and /dool/ (p). With s. nouns the demonstrative agrees in gender; with p. nouns it agrees in number (cf. N4.3).

#### DRILLS

##### LIST 4.3 Plural nouns and adjectives

<i>?álam</i>	<i>?iláam</i>	pencil
<i>fustáan</i>	<i>fasatíin</i>	dress
<i>?amíis</i>	<i>?umsáan</i>	shirt
<i>šánta</i>	<i>šúnat</i>	bag, purse, briefcase
<i>gázma</i>	<i>gízam</i>	pair of shoes
<i>burnéeta</i>	<i>baranít</i>	hat
<i>?áxdar</i>	<i>xádra</i>	green
<i>?áñmar</i>	<i>ňámra</i>	red
<i>?ázra?</i>	<i>zár?a</i>	blue
<i>?ábyad</i>	<i>béeda</i>	white
<i>γáali</i>	<i>γálya</i>	expensive

- 4.10 il?álam da ýáali. 'This pencil is expensive.'
- Substitute in the subject position using m. nouns.
  - Substitute in the subject position using f. nouns.
  - Substitute in the subject position using either m. or f. nouns.
  - Substitute in the predicate position.
  - Substitute in either position.
- 4.11 ilkútub dool ýalyíin. 'These books are expensive.'
- Substitute in the subject position.
  - Substitute in the predicate position.
  - Substitute in either position.
- 4.12 T: ilkitáab da ýáali. 'This book is expensive.'  
 S: ilkútub dool ýalyíin. 'These books are expensive.'  
 Continue, using different nouns and adjectives.
- 4.13 Repeat drills 4.2-9, adding the demonstrative.

### C. Verbal sentences.

kallímt	you (m) spoke	tikállim	you (m) speak
kallímti	you (f) spoke	tikallími	you (f) speak
kallímtu	you (p) spoke	tikallímu	you (p) speak
kállímt	I spoke	?akállim	I speak
kallímna	we spoke	nikállim	we speak
kallímt-il mudárris?		Did you (m) speak to the teacher?	
áywa, kallímt-il mudárris.		Yes, I spoke to the teacher.	
targímti-ddárs?		Did you (f) translate the lesson?	
áywa, targímt-iddárs.		Yes, I translated the lesson.	
láazim nitárgim-il gúmla.		We must translate the sentence.	
yímkín nitárgim-il gúmal.		We may translate the sentences.	
sallímtu fála-l mudárris.		You (p) greeted the teacher.	

N4.5 The complete set of bound subjects (N3.4) is given in Table 4.1 Note that the absence of any suffix with perfect marks the 3 m. subject. Note also that in the perfect the 2 m. and 1 s. forms are the same, while in the imperfect the 3 f. and 2 m. are the same.

<u>Perfect</u>		<u>Imperfect</u>
-	3 m.	yi-
-it	3 f.	ti-
-u	3 p.	yi- -u
-t	2 m.	ti-
-ti	2 f.	ti- -i
-tu	2 p.	ti- -u
-t	1 s.	?a-
-na	1 p.	ni-

Table 4.1

N4.6 /yímkɪn/ is another modal and patterns like /láazɪm/ (N3.6).

#### DRILLS

4.14 T: kállim-ilmudiír. 'He spoke to the director.' ána.

S: kallímt-ilmudiír. 'I spoke to the director.'

T: íntu.

S. kallímtu-lmudíir.

Continue with other 1st and 2nd pers., using the sentences in drill 3.10.

4.15 Repeat drill 4.14 with all persons.

4.16 T: láazɪm yikállim-ilmudiír. 'He must speak to the director.' ána.

S: láazɪm ?akállim-ilmudiír. 'I must speak to the director.'

T: íntu.

S: láazɪm tikallímu-lmudíir.

Continue with other 1st and 2nd pers., using the sentences in drill 3.10.

4.17 Repeat drill 4.16 with all persons.

4.18 T: kallímna-lmudiír. 'We spoke to the director.'

S: láazɪm nikállim-ilmudiír. 'We must speak to the director.'

T: kallímu-lmudíir.

S: láazɪm yikallímu-lmudíir.

Continue with other persons, using the sentences in drill 3.10.

### SUPPLEMENTARY DRILLS

4.19 issáaſa tíſſa-w nuss. 'It is 9:30.'

Substitute: It is 8:55. It is 11:45.  
It is 2:35. It is 1:10.  
It is 9:20. It is 7:05.

4.20 sáſti-m<sup>?</sup>addíma rúb<sup>i</sup> sáaſa. 'My watch is quarter of an hour fast.'

T: sáſti xámsa-w nuss. 'My watch is 5:30.'  
issáaſa kaam bi-zzáb<sup>t</sup>, 'What time is it exactly?'  
S: issáaſa xámsa-w rub<sup>i</sup>. 'It is 5:15.'

Continue with the following:

sáſti tíſſa-w núss<sup>i</sup>-w xámsa.

ñidáašar-ílla xámsa

itnén wi rub<sup>i</sup>

?arbáſa-lla rub<sup>i</sup>

sítta-w xámsa

4.21 sáſti-m<sup>?</sup>axxára tílt<sup>i</sup> sáaſa. 'My watch is 20 minutes slow.'

Continue as in drill 4.20.

Conversation

## THE WEATHER

1. izzáay-ilgáww-innahárda. How is the weather today?
2. innahárda ḥárr<sup>i</sup> ?áwi. Today is very hot.
- iddínya bárd<sup>i</sup> ?áwi. It (the world) is very cold.
- iddínya bitmáttar. It is raining.
- ilgáww<sup>i</sup>-myáyyim. It (the weather) is cloudy.
- issáma-myayyíma. It (the sky) is cloudy.
3. yatára, dáragit-ilḥaráara kaam, I wonder, what is the temperature?
4. tisfíin dáraga ta?ríiban. About ninety degrees.
5. bitmáttar kitíir fi ?amríika? Does it rain a lot in America?
6. bitmáttar kitíir fi-ššítá wi-rrabíí, wi ?aḥyáanan fi-sséef. It rains a lot in the winter and the spring, and sometimes in the summer.
7. wi-zzáay tá?s<sup>i</sup> masr<sup>i</sup>. And how is the weather in Egypt?
8. tá?s<sup>i</sup> másr<sup>i</sup> gamíil wi muṣtádil, The weather in Egypt is beautiful and moderate, neither very hot nor very cold.
- laa ḥárr<sup>i</sup> ?áwi, wála bárd<sup>i</sup> ?áwi.
9. bitmáttar kitíir fi masr? Does it rain a lot in Egypt?
10. fi-ddíltá-lmátar šidíid fi-ššítá. In the delta (Lower Egypt), the rainfall is heavy in the winter.
11. wi fi-lqahíra-lmátar ?alíil. And in Cairo, the rainfall is light.
12. innáma fi-ssafíid mafíiš mátar xáalis. However, in Upper Egypt there is no rain at all.
13. wi-zzáay gáww-ilqahíra. And how is the weather in Cairo?
14. ilgáww<sup>i</sup> fi-sséef ḥárr<sup>i</sup> fi-nnaháar, In the summer, it is very hot during the day and cool at night.
- wi taráawa bi-lléel.
15. ilgáww<sup>i</sup> fi-ššítá dáafi fi-nnaháar, In the winter, it is warm during the day and cold at night.
- wi bárd<sup>i</sup> bi-lléel.

16. wi-zzáay tá?s-issaíid. And how is the weather in Upper Egypt?
17. issaíid ńárr<sup>i</sup> fi-sséef. Upper Egypt is hot in the summer.
18. dáragit-ilńáraára bitkúun ńadátan miyya-w ńášar daragáat ?aw ?áktar. The temperature is usually 110 degrees or more.
19. innáma fi-śšítá-lgáww<sup>i</sup> latíif gíddan, wi min ?ágmal maa yúmkin. However, in the winter the weather is very pleasant and beautiful beyond expectation.

### Pronunciation practice

long vowels		hC sequences	
ruuň	dool	láhga	sahl
suu?	moot	fahd	lahw
tuut	zoo?	sahm	śahm
nuur	noom	?ahl	<u>sahd</u>
ńuud	ńoom	<u>dahr</u>	<u>duhr</u>

### Grammar

#### A. The demonstrative as subject.

- |                        |                          |
|------------------------|--------------------------|
| da-ktáab.              | This is a book.          |
| da-ktáab gidíid.       | This is a new book.      |
| da-lkitáab-ilgidíid.   | This is the new book.    |
| di kílma miš gidíida.  | This is not a new word.  |
| dool kútub guďáad.     | These are new books.     |
| dool-ilkútub-ilguďáad. | These are the new books. |

N5.1 In addition to its use as a noun attributive (/ilkitáab da/ 'this book'), the demonstrative is also used as the subject of equational sentences. The predicate of such sentences is commonly a noun or an attributive phrase: noun + adjective.

N5.2 In addition to agreement in number or gender, adjectives in attributive phrases also agree with nouns in definiteness: /kitáab gidíid/ 'a new book', /ilkitáab-ilgidíid/ 'the new book'.

## DRILLS

### LIST 5.1 Plural nouns and adjectives

<u>?amíis</u>	<u>?umsáan</u>	shirt	
<u>?álam</u>	<u>?iláam</u>	pencil	
mandíil	manadíil	handkerchief, scarf	
fustáan	fasatíin	dress	
<u>bantalóon</u>	<u>bantalunáat</u>	trousers	
<u>šánta</u>	<u>šúnat</u>	bag	
bádla	bídal	suit	
žakítta	žakittáat	jacket	
<u>burnéeta</u>	<u>baraníit</u>	hat	
gázma	gízam	pair of shoes	
blúuza	bluzáat	blouse	
<u>rixíis</u>	<u>rixíisa</u>	<u>ruxáas</u>	inexpensive
<u>?áxdar</u>	<u>xádra</u>	<u>xuðr</u>	green
<u>?áhmar</u>	<u>ňámra</u>	<u>ňumír</u>	red
<u>?ázra?</u>	<u>zár?a</u>	<u>zur?</u>	blue
<u>?ásfar</u>	<u>sáfra</u>	<u>sufr</u>	yellow
<u>?ábyad</u>	<u>béeda</u>	<u>biid</u>	white
<u>?íswid</u>	<u>sóoda</u>	<u>suud</u>	black
búnni	búnni	búnni	brown
beež	beež	beež	beige

5.1 da ?álam ?ásfar. 'This is a yellow pencil.'

- a. Substitute in the position of /?álam/ using m. nouns.
- b. Substitute in the position of /?ásfar/.
- c. Substitute in either position.

5.2 di bádla zár?a. 'This is a blue suit.'

- a. Substitute in the position of /bádla/ using f. nouns.
- b. Substitute in the position of /zár?a/.
- c. Substitute in either position.
- d. Substitute in either position, using either m. or f. nouns.

- 5.3 dool ?iláam ñumr. 'These are red pencils.'
- Substitute in the position of /?iláam/ using either m. or f. nouns.
  - Substitute in the position of /ñumr/.
  - Substitute in either position.
- 5.4 di-lbádla-zzár?a. 'This is the blue suit.'
- Substitute singular nouns and adjectives.
  - Substitute plural nouns and adjectives.
  - Substitute either singular or plural nouns and adjectives.

B. Free pronouns.

húwwa mudárris.	He is a teacher.
húwwa mudárris gidíid.	He is a new teacher.
híyya mudarrísa.	She is a teacher.
híyya-lmudarrísa-lgidiíida.	She is the new teacher.
húmma mudarrisíin gudáad.	They are new teachers.
ínta mabsút.	You (m) are happy.
ínti mabsúta.	You (f) are happy.
íntu mabsutíin.	You (p) are happy.
ána mašyúul.	I am busy (m).
ána mašyúula.	I am busy (f).
íñna mašyulíin.	We are busy.

N5.3 The free pronouns are commonly used as subjects of equational sentences. The predicate may be a noun, an adjective, or an attributive phrase.

3 m.	húwwa	he, it
3 f.	híyya	she, it
3 p.	húmma	they
2 m.	ínta	you (m)
2 f.	ínti	you (f)
2 p.	íntu	you (p)
1 s.	ána	I
1 p.	íñna	we

Table 5.1

## DRILLS

### LIST 5.2 Adjectives

ɻayyáan	ɻayyáana	ɻayyaníin	sick
taʃbáan	taʃbáana	taʃbaníin	tired
guʃáan	guʃáana	guʃaniíin	hungry
ʃatʃáan	ʃatʃáana	ʃatʃaníin	thirsty
bardáan	bardáana	bardaníin	cold
ħarráan	ħarráana	ħarraníin	hot
naʃsáan	naʃsáana	naʃsaníin	sleepy
gáahiz	gáhza	gahzíin	ready
?áasif	?ásfa	?asfiíin	sorry
fáadi	fáadya	fadyíin	empty, free (not occupied)

5.5 híyya naʃsáana. 'She is sleepy.'

- a. Substitute in the subject position, using free pronouns.
- b. Substitute in the predicate position.
- c. Substitute in either position.

5.6 húwwa wálad nabíih. 'He is an intelligent boy.' Substitute:

bint	talámza	maʃyúul
ɻayyáan	ʃáatir	riggáala
ráagil	mudarrísa	fáadi
fáadi	gidíid	bint
sitt	mudarrisíin	sittáat
nabíih	mudíir	maʃyúul

5.7 ínta wálad nabíih. 'You are an intelligent boy.'

Continue with the items in drill 5.6.

C. or, and, and neither ... nor.

húwwa taʃbáan wálla ɻayyáan,	Is he tired or sick?
húwwa taʃbáan wi ɻayyáan.	He is tired and sick.
húwwa laa taʃbáan wála ɻayyáan.	He is neither tired nor sick.
húwwa guʃáan.	He is hungry.

híyya taſbáana wálla naſsáana,	Is she tired or sleepy?
híyya taſbáana-w naſsáana.	She is tired and sleepy.
híyya laa taſbáana wála naſsáana.	She is neither tired nor sleepy.
híyya ſayyáana.	She is sick.

N5.4 /wálla/, /wi/, and /laa ... wála/ are coordinators, here used to link two adjectives. They may also be used to link other parts of speech.

#### DRILLS

5.8 T: ižžakítta di béeda wálla xádra, 'Is this jacket white or green?' mandíil.

S<sub>1</sub>: ilmandíil da ?ábyad wálla ?áxdar, 'Is this scarf white or green?'

S<sub>2</sub>: ilmandíil da laa ?ábyad wála ?áxdar. 'This scarf is neither white nor green.'

S<sub>3</sub>: da mandíil ?íswid. 'This is a black scarf.'

T: ?iláam.

S<sub>1</sub>: il?iláam dool biid wálla xudr,

S<sub>2</sub>: il?iláam dool laa biid wála xudr.

S<sub>3</sub>: dool ?iláam suud.

Continue with the following:

?amíis	manadíil
gázma	šánta
fasatíin	bantalóon
bádla	?umsáan
?álam	burnéeta

5.9 T: ínta naſsáan wálla guſáan, 'Are you (m) sleepy or hungry?' ſayyáan, taſbáan.

S<sub>1</sub>: ínta ſayyáan wálla taſbáan, 'Are you (m) sick or tired?' inti ſayyáana wálla taſbáana, 'Are you (f) sick or tired?'

S<sub>2</sub>: ána laa ſayyáan wála taſbáan. 'I (m) am neither sick nor tired.' ána laa ſayyáana wála taſbáana. 'I (f) am neither sick nor tired.'

Continue with the following:

fáadi, maſyúul	tawíil, ?usáyyar
bardáan, ḥarráan	mudárris, mudíir
kibíir, suyáyyar	guſáan, ſatſáan

5.10 T: húmma nañsaníin wálla guñaniín, 'Are they sleepy or hungry?'  
      sayyáan, tañbáan.

S<sub>1</sub>: húmma sayyaníin wálla tañbaníin, 'Are they sick or tired?'

S<sub>2</sub>: húmma laa sayyaníin wála tañbaníin. 'They are neither sick nor  
      tired.'

Continue with the items in drill 5.9.

D. Verbs: /zaakir/-type.

záakir	he studied	yizáakir	he studies
zákrit	she studied	tizáakir	she studies
zákru	they studied	yizákru	they study
zakírt	you (m) studied	tizáakir	you (m) study
zakírti	you (f) studied	tizákri	you (f) study
zakírtu	you (p) studied	tizákru	you (p) study
zakírtu	I studied	?azáakir	I study
zakírna	we studied	nizáakir	we study

N5.5 Like the /kallim/, /zaakir/-type verbs (CVVCVC stems) have the same stems in the perfect and the imperfect. Note the elision of /i/ before suffixes, and shortening of /aa/: /zákrit/ (N2.3). Note also the stress shift in the 1st and 2nd pers. forms in the perfect and shortening of /aa/. VV never occurs unstressed.

With verbs ending in /d/ (like /sáafid/ 'he helped'), the /d/ assimilates to the following /-t/ in the 1 s. and 2nd pers. forms of the perfect: /sañít/ 'I helped'.

DRILLS

LIST 5.3      Verbs

záakir	he studied
?áabil	he met
sáafid	he helped
sáafir	he travelled
?áawil	he tried
gáawib	he answered

5.11 T: ḥáawil. 'He tried.' ána.

S: ḥawílt. 'I tried.'

T: húmma.

S: ḥáwlū.

Continue with other persons, using the following:

sáafir. ?ábl-il mudíir.

gáawib. sád-issít.

záakir. zákr-iddárs-issáb.

5.12 T: láazim yiḥáawil. 'He must try.' 'ána.'

S: láazim ?aḥáawil. 'I must try.'

T: iḥna.

S: láazim niḥáawil.

Continue with other persons, using the sentences in drill 5.11.

5.13 T: laa sállim fála-lmudíir wála sáafir. 'He neither said good-bye to the director nor left.' húmma.

S: laa sallímu fála-lmudíir wála sáfru. 'They neither said good-bye to the director nor left.'

Continue with other persons, using the following:

laa ?ábl-ittalámza wála fássar-iddárs.

laa tárgim-il kílma wála kámmil-il gúmla.

láazim yizáakir wálla-ysáafir,

#### E. Imperative form of verbs.

kállim	speak (m)	záakir	study (m)
--------	-----------	--------	-----------

kallími	speak (f)	zákri	study (f)
---------	-----------	-------	-----------

kallímu	speak (p)	zákru	study (p)
---------	-----------	-------	-----------

kállim ?áḥmad. Speak (m) to Ahmad.

kallími-lmudárris. Speak (f) to the teacher.

záakir. Study (m).

zákr-iddárs. Study (m) the lesson.

zákru-ddárs. Study (p) the lesson.

N5.6 The imperative forms of all verbs are the same as the 2nd pers. forms of the imperfect without the /ti-/ prefix.

N5.7 Note the elision of /i/ of /záakir/ before a following word, as before a suffix: /záakir/ + /iddárs/ is /zákr-iddárs/, like /záakir/ + /-i/ (f) is /zákri/.

#### DRILLS

- 5.14 T: kállim ?áñmad. 'He spoke to Ahmad.'  
S: kállim ?áñmad. 'Speak to Ahmad.'  
kallími ?áñmad. 'Speak (f) to Ahmad.'  
kallímu ?áñmad. 'Speak (p) to Ahmad.'

Continue with the following:

fássar-iddárs.	sáafir.
záakir fáarabi.	tárgim-ilkílma di.
kámmil-ilgúmla.	sállim fála-rráagil.
?ábl-innáazir.	ñáawil.

- 5.15 T: kállim sáami. 'Speak (m) to Sami.'  
S: láazim tikállim sáami. 'You (m) must speak to Sami.'

Continue with f. and p. forms, using the sentences in drill 5.14.

#### SUPPLEMENTARY DRILLS

- 5.16 yátára, dáragit-ilñaráara kaam, 'I wonder, what is the temperature?'  
yatára, féen-ilkitáab. 'I wonder, where is the book?'

Continue with the following:

When is the lecture?	Why was he late?
What time is it?	What is the weather like today?
What is the word in English?	What is the temperature today?
What time did I come?	Where is the professor?
Who taught this class?	What is the weather like in Cairo?

- 5.17 miš fáarif dáragit-ilñaráara kaam.  
miš fáarfa dáragit-ilñaráara kaam.

Continue with the sentences in drill 5.16.

Conversation

## CLASS SCHEDULES

1. ɻándak kam ɻíssit ɻáribi  
fi-l'usbúuñ,  
How many Arabic classes do you have a week?
2. ɻándi sábañ ɻísas fi-l'usbúuñ.  
I have seven classes a week.
3. ímta ɻísas-ilɻáribi,  
When are the Arabic classes?
4. kúll<sup>i</sup> yóom-issúbñ-issáaña tísña,  
wi yóom-ittaláat wi-lxamíis  
bañd-iddúhr-issáaña wáñda.  
Every day in the morning at nine, and Tuesday and Thursday afternoon at one.
5. wi-lñíssa kam di?íi?a,  
And how many minutes is the class?
6. ɻísas-issúbñ<sup>i</sup> sáaña-lla ɻásar  
da?áayi?.  
The morning classes are for fifty minutes.
7. wi ɻísas báñd<sup>i</sup>-ddúhr<sup>i</sup> sáaña-w  
rubñ.  
The afternoon classes are for an hour and a quarter.
8. bitáaxud mawadíiñ tanyíin?  
Are you taking any other subjects?
9. áywa. báaxud taríix wi tabíifa-w  
?almáani.  
Yes, I am taking history and physics and German.
10. ínta láazim mašyúul ?áwi.  
You must be very busy.
11. áywa. ɻándi ?árbañ muñadráat yoom litnén wi-lárbañ wi-lgúmña.  
Yes, I have four lectures on Monday and Wednesday and Friday,
12. wi tálat muñadráat yóom-ittaláat  
wi-lxamíis.  
and three lectures on Tuesday and Thursday.
13. yóom-issábt<sup>i</sup> wi-lñádd<sup>i</sup> ɻándi  
?agáaza.  
On Saturday and Sunday I have (a holiday) no classes.
14. ɻamált<sup>i</sup> ?ee yóom-issábt,  
What did you do last Saturday?
15. ?afátt-issúbñ<sup>i</sup> fi-lbéet.  
I stayed at home in the morning.
16. ɻamált<sup>i</sup> wágbi-w darást<sup>i</sup> ɻawáali  
?árbañ sañáat.  
I did my assignment and studied about four hours.

17. wi katábt<sup>i</sup> tálat gawabáat, li sañbítí Mary, wi-1 sáñbi Bill, wi-1 ?axuuýa John. I also wrote three letters, one to my friend Mary, one to by friend Bill, and one to my brother John.
18. báñd<sup>i</sup>-ddúhr<sup>i</sup>-nzílt-ilbálad máñsa Tom bi ñarabiyyítu. In the afternoon, I went downtown with Tom in his car.
19. híyya di ñarabiyyítak? Is this your car?
20. la?. di ñarabiyyít Tom. No, this is Tom's car.

### Pronunciation practice

CC sequences	-f/-fə contrasts
ña?l far?	tísaf Šamf
ñal? fa?r	tísfa Šámf
sud? da?n	gámaf Šámmaf
fu?d šan?	gámfa wa?f
wa?f wa?t	gamf wá?f

### Grammar

#### A. Construct phrases: noun + noun.

- da máktab mudíir. This is a director's office.  
 da máktab-ilmudíir. This is the director's office.  
 da máktab mudíir-iššírka. This is the company director's office.  
 da máktab mudíir šírkít-innúur. This is the office of the director of the Light Company.  
 dool makátb-ilmudíir. These are the director's offices.  
 dool makáatib mudíir-iššírka. These are the offices of the directors of the company.  
 di šántit-issít. This is the lady's purse.  
 šántit-issít<sup>i</sup>-gdíida. The lady's purse is new.  
 máktab-ilmudíir gidiid. The director's office is new.

#### N6.1 The sequence of nouns in these sentences are called construct phrases.

Construct phrases are used to express possession or similar relationships: /kitáab-ittilmíiz/ 'the student's book', /lóon-ilkitáab/ 'the color of the book'. Construct phrases may be definite or indefinite and always consist of two constituents: (1) the last noun, and (2) the

noun or nouns preceding the last. The article can occur only with the last noun; its occurrence (or nonoccurrence) marks the whole phrase as definite (or indefinite).

N6.2 F. nouns ending in /a/ always have a special form in construct phrases except when occurring as the last noun; note: /šírka/ and /šírkit-innúur/, also /šánta/ and /šántit-issít/, and /mudarrísa/ and /mudarríst-ilmadrása/ 'the teacher (f) of the school'. This form of f. nouns, with /-it/ (or /-t/ if a vowel follows and CCC does not result) replacing /a/, is called the bound form.

P. nouns ending in /a/ (except those whose form is CVCVCa) have a bound form in construct phrases: /talámza/ and /talámzit-ilʃáabi/.

#### DRILLS

##### LIST 6.1 Nouns

sáaʃa	safáat	watch, hour
tarabéeza	tarabizáat	table
ʃarabiyya	ʃarabiyyáat	car
tazkára	tazáakir	ticket
?óoda	?uwad	room
mañfáza	mañáafiz	wallet

6.1 ahoo-ktáab-ilbínt. 'Here is the girl's book.'

Substitute for /kitáab/:

?álam	gízam	gázma	blúuza
?amíis	šánta	ʃarabiyya	tarabéeza
mandíil	bádla	sáaʃa	šúnat
bantaloón	tazkára	burnéeta	?asádzá

6.2 da-ktáab-ilbínt-ilgídidiid. 'This is the girl's new book.'

Substitute for /kitáab/, using the nouns in drill 6.1.

6.3 kitáab-ilbínt<sup>i</sup> da-gdíid. 'This girl's book is new.'

Substitute for /kitáab/, using the nouns in drill 6.1.

B. Construct phrases: noun + pronoun.

da ?álam tilmíiz.	This is a student's pencil.
da ?álam-ittilmíiz.	This is the student's pencil.
da ?álamu.	This is his pencil.

di <u>s</u> ántit sitt.	This is a lady's purse.	
di <u>s</u> ántit-issítt.	This is the lady's purse.	
di <u>s</u> antítha.	This is her purse.	
di <u>s</u> antíti.	This is my purse (or briefcase).	

N6.3 Pronouns in construct phrases have a bound form (cf. N5.3). Construct phrases of noun + noun may be indefinite /'álam tilmíiz/, or definite /'álam-ittilmíiz/. However, noun + pronoun construct phrases are only definite /'álamu/. Bound pronouns, like the article, mark a noun as definite. Hence a noun may occur with the article, or with a bound pronoun, but never with both.

N6.4 The full set of bound pronouns is given in the following table. Note that there are two groups: Group I has the structure -V(C), and Group II -CV(C).

	?álam	nímra
I. 1 s.	?álami	nimrítí
2 m.	?álamak	nimrítak
2 f.	?álamik	nimrítik
3 m.	?álamu	nimrítu
II. 3 f.	?alámha	nimrítha
1 p.	?alámna	nimrítña
2 p.	?alámkum	nimrítkum
3 p.	?alámhum	nimríthum

Table 6.1

N6.5 In the construction noun + pronoun, either the noun or the pronoun, or both, may undergo some change. Remember that VV does not occur before CC, nor unstressed, and that CCC does not occur.

Nouns ending in VC add the pronouns with no changes unless the stem ends in /iC/: /wáagib/, /wágbi/, /wagíbna/. Note the shift of stress before Group II pronouns.

F. and p. nouns ending in /a/ always have the bound form (N6.2) before pronouns. Note that the f. noun /óoda/ has the bound forms /utt/ before Group I pronouns and /udít/ before Group II.

## DRILLS

6.4 T: ?álam. 'Pencil.'

S<sub>1</sub>: feen ?álamak. 'Where is your pencil?'

S<sub>2</sub>: ahoo ?álamí. 'Here is my pencil.'

Continue with the following:

<u>šúnat</u>	<u>šánta</u>	sáafa
kútub	bádla	<u>?óoda</u>
wáagib	žakítta	<u>tarabéeza</u>
gízam	gázma	<u>tazkára</u>
<u>sáaňib</u>	<u>farabíyya</u>	<u>maňfáza</u>

6.5 T: ?álam. 'Pencil.'

S<sub>1</sub>: ?álam miin da, 'Whose pencil is this?'

S<sub>2</sub>: da ?álamu. 'This is his pencil.'

Continue with the nouns in drill 6.4.

6.6 T: ?álam. 'Pencil.'

S<sub>1</sub>: feen ?alámkum. 'Where is your pencil?'

S<sub>2</sub>: ahoo ?alámna. 'Here is our pencil.'

Continue with the nouns in drill 6.4.

6.7 T: ?álam. 'Pencil.'

S<sub>1</sub>: da ?alámha? 'Is this her pencil?'

S<sub>2</sub>: la?. da miš ?alámha. da ?alámhum. 'No, this is not her pencil; this is their pencil.'

Continue with the nouns in drill 6.4.

### C. Verbs: /katab/-type.

kátab	he wrote	yíktib	he writes
kátabit	she wrote	tíktib	she writes
kátabu	they wrote	yiktíbu	they write
katábt	you (m) wrote	tíktib	you (m) write
katábti	you (f) wrote	tiktíbi	you (f) write
katábtu	you (p) wrote	tiktíbu	you (p) write
katábt	I wrote	?áktib	I write
katábna	we wrote	níktib	we write

líbis	he got dressed	yílbis	he gets dressed
líbsit	she got dressed	tílbis	she gets dressed
líbsu	they got dressed	yilbísu	they get dressed
libist	you (m) got dressed	tílbis	you (m) get dressed

N6.6 /katab/-type verbs (CVCVC stems in the perfect) have CCVC (here CCiC) stems in the imperfect. Note the elision of /i/ in /líbsit/ (N2.3).

N6.7 The imperative forms of these verbs are the same as others (N5.6). However, since words do not begin with CC, /i/ is prefixed: /íktib/ (m), /iktíbi/ (f), /iktíbu/ (p); /ílbis/, /ilbísi/, /ilbísu/.

#### DRILLS

##### LIST 6.2 Verbs

dáras	he studied
kátab	he wrote
?áfal	he closed, locked
?ámal	he made, did
líbis	he got dressed, put on
nízil	he went (got) down
mísik	he took hold of, grasped

6.8 T: dáras. 'He studied.'

S: dáras. dárasit. dárasu. 'He, she, they, studied.'

Continue with other verbs.

6.9 T: ?ámal wágbu. 'He did his assignment.' ána.

S: ?amált<sup>i</sup> wágbi. 'I did my assignment.'

T: húmma.

S: ?ámalu wagíbhum.

Continue with other persons, using the following:

líbis gazmítu.	mísik ?álamu.
?áabil sáñbu.	kátab-ilkílma.
?áfal šantítu.	dáras-iddárs.
tárgim gumlítu.	líbis wi nízil.

6.10 T: láazim yimil wágbu. 'He must do his assignment.' ána.

S: láazim ?ámil wágbi. 'I must do my assignment.'

T: húmma.

S: láazim yimílu wagíbhum.

Continue with other persons, using the sentences in drill 6.9.

6.11 T: fámá lwágbu. 'He did his assignment.'

S: ?ímil wágbak. 'Do your assignment.'

?ímíli wágbik.

?ímílu wagíbkum.

Continue with the sentences in drill 6.9.

D. /húwwa/, /híyya/, /húmma/ as question words.

da-ktáab-ittilmíiz. This is the student's book.

da-ktáab-ittilmíiz? Is this the student's book?

húwwa da-ktáab-ittilmíiz? Is this the student's book?

ilbínt<sup>i</sup> sáfrít. The girl left.

ilbínt<sup>i</sup> sáfrít? Did the girl leave?

híyya-ilbínt<sup>i</sup> sáfrít? Did the girl leave?

ittalámza biyzákru fárabi. The students study Arabic.

ittalámza biyzákru fárabi? Do the students study Arabic?

húmma-ttalámza biyzákru fárabi? Do the students study Arabic?

N6.8 Questions may be formed from statements (verbal with free subjects or equational) by placing the 3rd pers. free pronouns (here used as question words) before the subject. When so used, these pronouns agree in gender or number with the subject.

DRILLS

6.12 T: ittilmíiz fámá lwágbu. 'The student did his assignment.'

S<sub>1</sub>: húwwa-ttilmíiz fámá lwágbu? 'Did the student do his assignment?'

S<sub>2</sub>: híyya-ttilmíiza fámá lit wagíbha? 'Did the student do her assignment?'

S<sub>3</sub>: húmma-ttalámza fámá lu wagíbhum? 'Did the students do their assignment?'

Continue with the sentences in drill 6.9, adding the free subject /ittilmíiz!.

6.13 híyya di farabiyyítak? 'Is this your car?' Substitute:

?álam	<u>tazkára</u>	kútub
sáaṣa	<u>šánta</u>	bádla
šúnat	wáagib	tazáakir
máktab	<u>mañfáza</u>	burnéeta
gázma	<u>?óoda</u>	sáañib

E. Numerals before nouns: 3-10.

katábt <sup>i</sup> kam gawáab,	How many letters did you write?
taláata.	Three.
tálat gawabáat.	Three letters.
ittálat gawabáat dool.	These three letters.
dool xámas kútub gudáad.	These are five new books.
dool-ilxámas kútub-ilgudáad.	These are the five new books.
ilxámas kútub dool gudáad.	These five books are new.

N6.9 The numerals three through ten have a special form used before nouns.

The counting and pre-nominal forms are given in the following table.

The numerals one and two do not have pre-nominal forms; their use with nouns will be taken up in Lesson 15.

	<u>Counting</u>	<u>Pre-nominal</u>
3	taláata	tálat
4	<u>?arbáṣa</u>	<u>?árbaṣ</u>
5	xámsa	xámas
6	sítta	sitt
7	sábṣa	sábaṣ
8	tamánya	táman
9	tísṣa	tísaṣ
10	<u>fásara</u>	<u>fáṣar</u>

Table 6.2

N6.10 The numeral + noun + adjective phrases are either indefinite /xámas kútub gudáad/ 'five new books', or definite /ilxámas kútub-ilgudáad/ 'the five new books'. In the definite phrase the article occurs with the numeral and with the adjective, but not with the noun. The numeral and the noun pattern as one constituent, the adjective as the other.

N6.11 The question word /kaam/ 'how much, how many' is always followed by a singular noun. Note that before nouns /kaam/ shortens to /kam/.

N6.12 There are a few nouns which have a special p. form used only after numerals.

day	yoom	?ayyáam	tálat tiyyáam
month	šahr	?ášhur	túšhur
line	satr	?ástur	tústur
thousand	alf	?áláaf	taláaf

The numeral /sitta/ has the form /sit/, rather than /sitt/, before these nouns: /sit tiyyáam/.

#### DRILLS

6.14 T: dool kam kitáab, 'How many books are these?' xámsa.  
S: dool xámas kútub. 'These are five books.'

Continue with the numerals 3-10, using the following nouns:

kílma	sitt	šánta
gúmla	su?áal	?amíis
ráagil	tamríin	sáafa
bint	?álam	tazkára
tilmiiz	mandíil	?arabiyya

6.15 ittálat kútub dool gudáad. 'These three books are new.'  
Substitute for /kútub/, using the nouns in drill 6.14.

6.16 ahúm-il?árba? kútub-ilgudáad. 'Here are the four new books.'  
a. Substitute in the position of /?árba?/.  
b. Substitute in the position of /kútub/, using the nouns in drill 6.14.  
c. Substitute in either position.

N6.13 Stress. In Lessons 1-6, stress has always been marked by the acute accent. A study of the examples will yield several generalizations regarding the occurrence of stress. (1) A word never has more than one stress. (2) If a word ends with CC, then the last syllable is always stressed: /katábt/, /fihímt/, /kallímt/. (Note that this is true even if /i/, written above the line, is added: /kallímt<sup>i</sup> mudíir/.) The syllable with raised /i/ is never stressed.) (3) If a word has a

long vowel (VV), then this is always stressed regardless of which syllable has the VV: /fáahim/, /gidíid/, /makáatib/. (Note that a word never has more than one VV, that VV never occurs unstressed, and that a word ending with CC never has VV.)

Accordingly the marking of stress can readily be simplified. From here on, stress will be marked by the accent only if the word does not end with CC, and does not have VV. Thus stress will no longer be marked on any words similar to the examples given above, but will be marked on words such as /káabit/, /mudárris/, /mudarrísa/.

#### SUPPLEMENTARY DRILLS

6.17 *?imtiħáan-ittaríix-issáafa tísfa*. 'The history examination is at 9 o'clock.' Substitute:

- on Monday
- at 1:00
- on Thursday
- at 8:30
- on Friday
- on Tuesday afternoon
- at 9:45
- on Wednesday at 1:15
- on Saturday
- on Thursday afternoon at 2:45

6.18 *ħísas bád-iddúhr<sup>i</sup> sáafa-w rub<sup>i</sup>*. 'The afternoon classes are one hour and a quarter.' Substitute:

- half an hour
- three hours
- an hour and a half
- four hours
- three hours and a quarter
- an hour and ten minutes

Conversation

## LEARNING ARABIC

1. ba'aalak <sup>i</sup>?add <sup>i</sup>?ee-btídris ṣáṛabi, How long have you been studying Arabic?
2. ba'aali <sup>i</sup>ádris ṣáṛabi ḥawaali sábaī ?asabíiī. I have been studying Arabic for about seven weeks.
- ḥawaali tálat túšhur for about three months
3. bídzaakir ṣáṛabi kam saaīa fi-lyoom, How many hours a day do you study Arabic?
4. bazaakir ḥawaali tálat safaat. I study about three hours.
5. bitistáīmil-ilṣáṛabi bárra-lfasī? Do you use Arabic outside of the class?
6. áywa. ?abilt <sup>i</sup> tilmiz min masr. Yes, I have met a student from Egypt.
7. húwwa biysaīdní bi-lṣáṛabi. He helps me with Arabic.
8. w-ána basáīdu bi-l?ingiliizi. And I help him with English.
9. bañaawil ?akallímu bi-lṣáṛabi. I try to speak to him in Arabic.
10. wi húwwa biygawíbni bi-l?ingiliizi. And he answers me in English.
11. wi-ttaalib-ilmásri da-byídris ?ee, What is this Egyptian student studying?
12. biyídris handása fi-lgámīa hína. He is studying engineering here at the university.
13. ?abilt-ittaalib da feen, Where did you meet this student?
14. ?abíltu máīa waānid sáñbi fi-lmaktába. I met him with a friend of mine in the library.
15. w-ínta-btídris ṣáṛabi lee, Why are you studying Arabic?
16. simiīt <sup>i</sup>-ktiir fán-ilṣáṛab wi taríxhum wi ?adábhum. I have heard a lot about the Arabs and their history and literature.
17. wi darast <sup>i</sup>guyráfyit masr, And I studied the geography of Egypt.
18. wi ḥaaxud bakaluryoos ?adaab taxássus dirasaat-iśsar? -ilqáwsat. I expect to get (will take) a B.A. with a concentration in Middle Eastern Studies.

19. wi-ssána-lgáyya hazuur masri  
wi-lbilaad-ilsarabíyya. And next year I am going to visit Egypt and the Arab countries.

20. ſaſaan kída laazim áſraf ſárabi. For these reasons (hence) I must know Arabic.

### Grammar

#### A. More on bound pronouns.

da beet-irraagil.	This is the man's house.
da beetu.	This is his house.
da bítna.	This is our house.
da dársu.	This is his lesson.
da darsína.	This is our lesson.
da kúrsi.	This is a chair.
da kursii.	This is his chair.
da kursiina.	This is our chair.

N7.1 The nouns /beet/, /dars/, and /kúrsi/ + pronoun illustrate other types of change in stem or pronoun (cf. N6.3-5). The full set of pronouns with these nouns is given below.

	beet	dars	kúrsi
I. 1 s.	beeti	dársi	kursíyya
	beetak	dársak	kursiik
	beetik	dársik	kursiiki
	beetu	dársu	kursii
II. 3 f.	bítha	darsáha	kursiha
	bítna	darsína	kursiina
	bítkum	darsúkum	kursiikum
	bíthum	darsúhum	kursiium

Table 7.1

Nouns ending in VVC shorten the VV before Group II pronouns. Note that /ee/ shortens to /i/; similarly /oo/ shortens to /u/.

Nouns ending in CC add a vowel (always stressed) before Group II pronouns. With the exception of /-na/, which takes /i/, the added vowel is the same as that of the pronoun. Note that /bint/ + pronouns should be translated 'daughter' not 'girl'.

M. nouns ending in V lengthen this V before all pronouns, and Group I pronouns have different forms. 1 s. is /-yya/ after stems ending in /i/; after stems ending in any other V, it is /-ya/: /mabnaaya/, /?abuuya/. 2 m. is /-k/ and 2 f. is /-ki/. 3 m. is marked only by the lengthening of the stem-final V: /mabnaa/, /?abuu/.

Note that /?abb/ 'father' and /?axx/ 'brother' have different stems before pronouns: /?abu-/, /?axu-/.

N7.2 Examining the nouns which have occurred in Lessons 1-7, you will notice that most f. nouns end in /a/, a few in a consonant: /kílma/, /sitt/. On the other hand, most m. nouns end in a C, a few in a V, /i/ or /a/: /kitaab/, /kúrsi/, /mábna/. Hence a noun ending in /a/ may be m. or f. (although most such nouns are f.). Similarly a noun ending in a C may be f. or m. (although most such nouns are m.). From now on, for every noun introduced, the gender will be identified. Nouns ending in /a/ are f. unless identified as m. Nouns ending in a C are m. unless identified as f. Nouns ending in /i/ are m; thus /kílma/, /sitt/ (f), /kitaab/, /kúrsi/, /mábna/ (m).

#### DRILLS

##### LIST 7.1 Nouns

gawaab	gawabaat	letter
?axx, ?uxt (f)	?ixwaat	brother, sister
kúrsi	karaasi	chair
mábna (m)	mabaani	building
yáda (m)		lunch
dáwa (m)	?adwiya	medicine
<u>saañib</u>	<u>?asñaab</u>	friend

##### 7.1 T: beet.

S<sub>1</sub>: feen beetak.

S<sub>2</sub>: ahoo beeti.

Continue with the following:

bantaloon	?asñaab	?uxt	kúrsi	mábna
mandiil	fasl	bint	?abb	yáda
gawabaat	?ism	<u>satr</u>	?axx	dáwa

7.2 T: beet.

S<sub>1</sub>: beet min da,

S<sub>2</sub>: da beetu.

Continue with the nouns in drill 7.1.

7.3 T: beet.

S<sub>1</sub>: feen bítkum.

S<sub>2</sub>: ahoo bítna.

Continue with the nouns in drill 7.1.

7.4 T: beet.

S<sub>1</sub>: húwwa da bítha?

S<sub>2</sub>: la?. da miš bítha. da bíthum.

Continue with the nouns in drill 7.1.

7.5 T: ilooda-kbiira. íntu.

S: udítkum kibiira.

T: ána.

S: útti-kbiira.

Continue with other persons, using the following:

ilwaagib safb.

ilkitaab rixiis.

ilálam ámar.

iddars<sup>i</sup> safb.

ilarabiyya zár'a.

ilkúrsi-gdiid.

issaafá yálya.

ilasl<sup>i</sup> faadi.

ilgawabaat muhimmuin.

ilaxx<sup>i</sup> ayyaan.

B. Verbs: more /katab/-type.

'understand'

fíhim	3 m.	yífham
fíhmit	3 f.	tífhám
fíhmu	3 p.	yífhámu
fihimt	2 m.	tífhám
fihimti	2 f.	tífhámi
fihimtu	2 p.	tífhámu
fihimt	1 s.	?áfham
fihimna	1 p.	nífhám

'ask'

sá'al	3 m.	yís'ál
sá'alit	3 f.	tís'ál
sá'alu	3 p.	yis'álu
sa?alt	2 m.	tís'ál
sa?álti	2 f.	tis'áli
sa?áltu	2 p.	tis'álu
sa?alt	1 s.	?ás'ál
sa?álna	1 p.	nís'ál

'enter'			'go out'		
dáxal	3 m.	yúdxul	xárag	3 m.	yúxrug
dáxalit	3 f.	túdxul	xáragit	3 f.	túxrug
daxalt	2 m.	túdxul	xaragt	2 m.	túxrug

N7.3 The /katab/-type verbs in Lesson 6.C all have CCiC imperfect stems.

Other /katab/-type verbs have CCaC or CCuC imperfect stems. The CCiC and CCaC imperfect stems are common; only a few verbs have CCuC. The vowel of the imperfect of /katab/-type verbs cannot be predicted and must be learned for each verb.

The imperatives are regular (N6.7): /ífhám/ (m), /ifhámi/ (f), and /ifhámu/ (p).

Note that verbs with CCuC imperfect stems also have /u/ in the subject prefixes.

#### DRILLS

##### LIST 7.2 Verbs

báfat, yíbfat	send	dáxal, yúdxul	enter
sá'al, yís'al	ask	xárag, yúxrug	go out
fátañ, yíftañ	open	?áñad, yú?ñud	sit, stay
írif, yírif	know	tálab, yútlub	ask for
símiñ, yísmiñ	hear, listen		
?álañ, yí?lañ	take off, undress		

7.6 T: fíhim dársu. ána.

S: fihimt<sup>i</sup> dársi.

T: húmma

S: fíhmu darsúhum.

Continue with other persons, using the following:

báfat gawaab.	dáxal wí ?áñad.
sá'al su'aal.	tálab-innímrá.
fátañ šantítu.	írif-ilbeet.
simñ-ilmuñádra.	?álañ sáñtu.

7.7 T: laazim yífham-iddars. ána.

S: laazim ?áfham-iddars.

T: húmma.

S: laazim yifhámu-ddars.

Continue with other persons, using the sentences in drill 7.6.

7.8 T: fihm-iddars.

S: ?ífham-iddars.

?ifhámi-ddars.

?ifhámu-ddars.

Continue with the sentences in drill 7.6.

7.9 laazim níktib-ilgawaab.

Substitute for /níktib/ using the following:

?áfal	mísik
báñat	tálab
dáras	kámmil
fátañ	kátab
tárgim	fihim

7.10 ?iktíbu-lgawaab.

Substitute for /iktíbu/ using the verbs in drill 7.9.

### C. Tense prefixes.

ſamalt<sup>i</sup> ?ee-mbaariñ,  
katabt<sup>i</sup> gawaab-imbaariñ.  
zakírna-mbaariñ.

bitísmil ?ee dilwá?ti,  
bákrib gawaab dilwá?ti.  
binzaakir dilwá?ti.  
binzaakir kull<sup>i</sup> yoom.

ňatišmil ?ee búkra,  
ňáktib gawaab búkra.  
ňanzaakir búkra.

What did you do yesterday?

I wrote a letter yesterday.

We studied yesterday.

What are you doing now?

I am writing a letter now.

We are studying now.

We study every day.

What are you going to do tomorrow?

I am going to write a letter tomorrow.

We are going to study tomorrow.

N7.4 The tense prefixes /bi-/ and /ħa-/ are used only with the imperfect form of verbs. /ħa-/ (future) expresses future or intended action. /bi-/ (non-future) expresses action in process (continuous), or regular, repeated, and habitual action.

Note: bi- + ?áktib = báktib

bi- + níktib = biníktib

bi- + nizaakir = binzaakir (elision of unstressed /i/)

bi- + tizaakir = bidzaakir (assimilation of /t/ to /d/)

ħa- + ?áktib = ħáktib

ħa- + níktib = ħaníktib

ħa- + nizaakir = ħanzaakir

ħa- + tizákri = ħadzákri

N7.5 The time word /imbaariħ/ is used only with the perfect. /dilwá'ti/ and /kull<sup>i</sup> yoom/ are used with the imperfect with /bi-/. /búkra/ is used with the imperfect with /ħa-/.

N7.6 Two new types of verbal sentences are also introduced here (cf. N3.3); verb + (time) complement /zakírna-mbaariħ/, and verb + object + complement /katabt<sup>i</sup> gawaab-imbaariħ/.

#### DRILLS

7.11 T: biyísmil-ilwaagib kull<sup>i</sup> yoom. ána.

S: básmil-ilwaagib kull<sup>i</sup> yoom.

T: húmma.

S: biyiñmílu-lwaagib kull<sup>i</sup> yoom.

Continue with other persons, using the following:

báusat gawaab. kátab gawaab.

simñ-ilmuħádra. líbis gazmítu.

tálab-innímra. zaakir dársu.

dáras ?ingiliizi. dárris fáabi.

7.12 T: ħayísmil-ilwaagib búkra. ána.

S: ħaġmil-ilwaagib búkra.

T: húmma.

S: ħayiñmílu-lwaagib búkra.

Continue with other persons, using the sentences in drill 7.11.

7.13 T: fámalit 'ee-mbaariñ, kull<sup>i</sup> yoom.

S: bitísmil 'ee kull<sup>i</sup> yoom,

T: búkra.

S: fámalit 'ee búkra,

T: imbaariñ.

S: fámalit 'ee-mbaariñ,

Continue with the verbs in drill 7.11.

7.14 xarágna-mbaariñ. Substitute:

ínti	<u>búkra</u>	íntu
kull <sup>i</sup> yoom	kámmil	símiñ
'zaakir	húwwa	dáras
ána	fássar	ána
<u>búkra</u>	dilwá?ti	imbaariñ
fírif	ínta	kull <sup>i</sup> yoom
húmma	líbis	híyya
imbaariñ	íhna	<u>xárag</u>
saafir	kátab	<u>búkra</u>
íntu	<u>búkra</u>	imbaariñ

D. Active participles of /katab/-type verbs.

kátab-ilgawaab.

He wrote the letter.

biyíktib-ilgawaab.

He is writing the letter.

húwwa kaatib.

He (is the one who) has written.

húwwa katb-ilgawaab.

He has written the letter.

híyya kátba.

She (is the one who) has written.

húmma katbiin.

They (are the ones who) have written.

xárag-imbaariñ.

He went out yesterday.

biyúxrug dilwá?ti.

He is going out now.

húwwa xaerig dilwá?ti.

He is going (is about to go) out now.

híyya xárqa.

She is going (is about to go) out.

húmma xargiin.

They are going (are about to go) out.

N7.7 The active participle of /katab/-type verbs has the structure CaaCiC and is regularly derived from the 3 m. perfect form of the verb.

Like adjectives, the active participle is inflected for gender or number: The f. is marked by /-a/: /kátba/, /xárga/; and the p. by /-iin/: /katbiin/, /xargin/.

Like verbs, the active participle may take an object /katb-ilgawaab/, or a complement /xaarig dilwá?ti/.

The active participle of all verbs except verbs of locomotion is used to express 'the doer of' or 'the one who has done' the action. In meaning, these participles match closely the present perfect construction in English.

The active participle of verbs of locomotion (like /xárag/ 'go out', /dáxal/ 'enter') expresses 'the doer of' or 'the one who is doing' or 'the one who is about to do' the action.

#### DRILLS

7.15 T: firif. ínti.

S: firifti. ínti fárfa.

T: íñna.

S: firifna. íñna farfiin.

Continue with other persons, using the following:

símis líbis

fíhim dáras

?áfal ?áfad

7.16 T: hanúdxul. ínta.

S: hanúdxul. ínta daaxil.

T: íñna.

S: hanúdxul. íñna daxliin.

Continue with other persons, using the following:

nízil xárag

7.17 T: ?álaſ saſtu. híyya.

S: ?álaſit saſítha. híyya ?ália saſítha.

T: húmma.

S: ?álaſu saſíthum. húmma ?áliain saſíthum.

Continue with other persons, using the following:

báſat gawaab,

fámal wágbu.

lífis sáſtu.

dáras duruuusu.

laa fámal wágbu wála dáras duruuusu.

#### SUPPLEMENTARY DRILLS

7.18 ba?aali ?ádris ŷárabi ũawaali xámas ?asabiiſ.

Substitute for /xámas ?asabiiſ/:

8 weeks	5 months
4 months	6 weeks
3 weeks	7 months
9 months	6 months
10 weeks	7 weeks

7.19 múmkín ti?úlli-ssaſa kaam min fádlak,

Substitute for /issaſa kaam/:

How many classes a week do you have?

When are the Arabic classes?

How many minutes are there in a class period?

How many hours do you study Arabic?

When is the physics exam?

Where did you meet this student?

What is this student studying?

How long have you been studying Arabic?

What time did you leave?

What is the temperature today?

7.20 múmkín ti?uliili-ssaſa kaam min fádlik,

Continue as in drill 7.19.

## LESSON 8

iddars-ittaamin

Conversation

## PREPARING FOR AN EXAM

1. ?ee-lħikaaya ya rašaad.  
it?axxart<sup>i</sup> lee,  
What's the matter (story), Rashad?  
Why are you late?
2. ?aasif la mu?áxza. it?axxart<sup>i</sup>  
fi-nnoom,  
I'm sorry, I overslept.
3. ŋašaan-ilminábbih bitaañi wí?if.  
Because my alarm clock stopped.
4. ímta-rgift<sup>i</sup>-mn-il?agaaza.  
When did you get back from the  
vacation?  
I got back yesterday.  
the day before yesterday  
yesterday morning  
yesterday noon  
last night  
a little while ago
5. rigift-imbaariñ.  
?áwwil-imbaariñ  
imbarñ-issubñ  
imbarñ-idduhr  
imbaariñ bi-lleel  
min ſuwáyya
6. ŋatíñmil ?ee-nnahárda,  
innahárda-ssubñ  
innahárda-dduhr  
innahárda bañd-idduhr  
illiilaadi  
What are you going to do today?  
this morning  
at noon  
this afternoon  
tonight
7. ŋaruuñ-ilmaktába ŋašaan ?azaakir  
li-1?imtiñaan.  
I'm going to go to the library to  
study for the examination.
8. híyya-lmaktába ma?fuula-nnahárda?  
Is the library closed today?
9. la?. ilmaktába maftuuñha-lyayt  
-issaafha xámsa misaa?an.  
No. The library is open until 5:00  
p.m.
10. ŋatíñhar-illeela?  
Are you going to stay up late?
11. áywa. ŋazaakir liyayt-issaafha  
wáñda sabaañan.  
Yes. I am going to study until  
1:00 a.m.
12. ímta ?imtiñaanak.  
When is your exam?

13. ?imtiħaan-ittariix búkra  
-ssubħ-issaafa tamánya. The history exam is tomorrow morning at 8:00.
14. wi ?imtiħaan-ilguyrāfya búkra  
bañd-idduhr. And the geography exam is tomorrow afternoon.  
búkra bi-lleel  
bañd búkra-ssubħ  
bañd<sup>i</sup> búkra bi-lleel tomorrow evening  
the day after tomorrow in the morning  
the day after tomorrow in the evening
15. táyyib, yálla biina-nruuħ  
-ilmaktába. Fine, let's go to the library.
16. issaafa bá?it ħidaašar. It's already eleven o'clock.  
íħna mit?axxariin. We're late.
17. líssa bádri. tafaala níšrab  
fingaan ?áhwa. It's still early. Come let's drink a cup of coffee.
18. bádri? la?, da wáxri ?áwi. Early? No, it's very late.

### Grammar

#### A. /bitaa?/ phrases.

- |                             |                                  |
|-----------------------------|----------------------------------|
| kitaabi-gdiid.              | My book is new.                  |
| ilkitaab bitaafi-gdiid.     | The book belonging to me is new. |
| ilkitaab bitaafi.           | The book belongs to me.          |
| ilkitaab-ilgidiid bitaafi.  | The new book belongs to me.      |
| ilkitaab bitaafi-ittilmizi. | The book belongs to the student. |
| ilkitaab bitaafu.           | The book belongs to him.         |
| ilkútub bituuFu.            | The books belong to him.         |
| ilkútub bitúħha.            | The books belong to her.         |
| issaafa-btaft-ilwálad.      | The watch belongs to the boy.    |
| issaafa-btáħtu.             | The watch belongs to him.        |
| issafaat bituuFu.           | The watches belong to him.       |

N8.1 Possession and similar relationships (N6.1), may be indicated by the construct phrase (noun + noun/bound pronoun). For most nouns,

possession may also be indicated using /bitaaʃ/: noun + /bitaaʃ/ + noun/bound pronoun. In this construction, nouns preceding (possessed) /bitaaʃ/ are always definite.

/bitaaʃ/ agrees in gender or number with the preceding noun. The form /bitaaʃ/ is used with m. nouns and /bituuʃ/ with p. nouns. These stems + pronouns undergo the same changes as stems ending in VVC (N7.1). The f. form is /bitaaʃit/ and undergoes changes as stems ending in /iC/ (N6.5).

/bitaaʃ/ is not used to indicate possession with nouns of family relationships except /issitt<sup>i</sup>-btáʃti/ 'my wife'.

/bitaaʃ/ phrases are used as noun attributives and occur in subjects /ilkitaab bitaaʃi-gdiid/ and in predicates /ilkitaab bitaaʃu/.

#### DRILLS

##### 8.1 ilfustaan da-btaaʃ-issitt. Substitute for /fustaan/:

ilkitaab	iʃʃúnat
iʃʃánta	ilmábna
ilgízam	il'álam
ilʃarabíyya	ilburneeta
ilmandiil	ilmanadiil
ilkútub	ilmáhfáza
issaaʃa	il'ilaam

##### 8.2 ilfustaan bitaaʃ-issitt<sup>i</sup> yaali.

Substitute for /fustaan/, using the nouns in drill 8.1.

##### 8.3 T: kitaab.

S<sub>1</sub>: feen-ilkitaab bitaaʃak.

S<sub>2</sub>: ahoo-lkitaab bitaaʃi.

Continue with the nouns in drill 8.1.

##### 8.4 T: kitaab.

S<sub>1</sub>: feen-ilkitaab bitáʃkum.

S<sub>2</sub>: ahoo-lkitaab bitáʃna.

Continue with the nouns in drill 8.1.

8.5 T: kitaab.

S<sub>1</sub>: ilkitaab da-btaaf miin,

S<sub>2</sub>: ilkitaab da-btaafu.

S<sub>3</sub>: da-lkitaab bitaafu.

Continue with the nouns in drill 8.1.

8.6 T: kitaab.

S<sub>1</sub>: húwwa-lkitaab da-btáʃha?

S<sub>2</sub>: la?. ilkitaab da miš bitáʃha. da-btáʃhum.

Continue with the nouns in drill 8.1.

#### B. Prepositional phrases.

ilkitaab fála-lmáktab.

The book is on the desk.

ilkitaab fála maktábi.

The book is on my desk.

ilkitaab fála máktab-ilmudiir.

The book is on the director's desk.

ilkitaab fála máktab kibiir.

The book is on a large desk.

ilkitaab miš fála-lmáktab.

The book is not on the desk.

N8.2 A prepositional phrase consists of a preposition followed by a noun, or a noun phrase (construct or attributive). Construct and attributive phrases may be definite or indefinite.

Prepositional phrases are commonly used as predicates of equational sentences.

#### DRILLS

##### LIST 8.1 Nouns and prepositions

filuus (f)		money
dulaab	dawaliib	closet
durg	<u>draag</u>	drawer
wára?a	?awraa?	sheet of paper, leaf
fi		in
fála		on
máʃa		with
?abl		before
baʃd		after
<u>?usaad</u>		facing

8.7 T: ilfiluus fi-lmañfáza.

S: filuusi-f mañfáztak.

Continue with the following:

- ilfiluus fi-lmañfáza. (?adiim)
- iżżakítta fi-ddulaab. (gidiid)
- il'álam fi-ddurg. (faadi)
- il'ism<sup>i</sup> fála-lwára?a. (kibiir)
- ilwára?a fála-ttarabeeza. (kibiir)
- ilbint<sup>i</sup> máʃa-lmudarrísa. (masri).
- ilkitaab máʃa-l<sup>i</sup>xx. (suyáyyar)
- ilgawaab máʃa-lmudiir. (gidiid)
- iddulaab ?usaad-ilmáktab. (kibiir)
- il'imtiħaan bað-il'agaaza. (tawiil)
- il'imtiħaan 'abl-il'agaaza. (tawiil)

8.8 T: ilfiluus fi-lmañfáza.

S: filuus 'axuuya fi-lmañfáza-btaʃítha.

Continue with the sentences in drill 8.7.

8.9 T: ilfiluus fi-lmañfáza. (?adiim)

S: ilfiluus fi-lmañfáza-l'adiima.

Continue with the sentences in drill 8.7.

#### C. Passive participles of /katab/-type verbs.

kátab-ilgawaab.	He wrote the letter.
ilgawaab maktuub.	The letter has been written.
ilgawabaat maktubiin.	The letters have been written.
kátab-ilgúmla.	He wrote the sentence.
ilgúmla maktuuba.	The sentence has been written.
ilgúmal maktubiin.	The sentences have been written.

N8.3 The passive participle of /katab/-type verbs has the structure

maCCuuC. Like the active (N7.7), the passive participle is inflected for gender or number.

The passive participle expresses 'the result of' the action, and always implies completed action: /maktuub/ 'the result of writing', 'something written'.

Note that the object of the verbal sentence functions as the subject, and the passive participle as the predicate of the equational sentence.

### DRILLS

#### LIST 8.2 Nouns

baab	bibaan	door
soot	?aswaat	voice, noise, sound
ñikaaya	ñikayaat	story
ñílba	ñílab	box
šubbaak	šababiik	window

8.10 ilkitaab ma?fuul. Substitute:

il <u>o</u> oda	ilbibaan	iddulaab
ilbaab	ilmaktába	iššababiik
iššánta	ilgawaab	ilgawabaat
il <u>ú</u> wad	iššúnat	iddurg
iššubbaak	ilñílba	ilñílab

8.11 ilkitaab miš ma?fuul. ilkitaab maftuuñ.

Substitute, using the nouns in drill 8.10.

8.12 T: kátab-ilgawaab.

S: zeenañ kátba-igawaab.

ilgawaab maktuub.

Continue with the following:

ñámal-ilwaagib.	?áfal-iššubbaak.
simñ-is <u>soot</u> .	?irf-ilñikaaya.
tálab-innínra.	fihm-ilmuñádra.
fátañ-ilbaab.	?áfal-ilkitaab.

8.13 T: kátab-ilgawaab.

S<sub>1</sub>: iktíbu-gawaab.

S<sub>2</sub>: ilgawaab maktuub.

Continue with the sentences in drill 8.12.

D. Verbal sentences: time and place complements.

xárag-ímta,	When did he go out?
xárag-imbaariñ.	He went out yesterday.
xárag-issaafa fášara.	He went out at ten o'clock.
ñayúxrug búkra.	He is going to go out tomorrow.
dáxal feen,	Where did he enter?
dáxal-ilbeet.	He entered the house.
dáxal-ilbeet-ímta,	When did he enter the house?
dáxal-ilbeet-issaafa xámsa.	He entered the house at 5 o'clock.
biyzaakir feen,	Where is he studying?
biyzaakir hína/hinaak.	He studies here/there.
biyzaakir fi-lbeet.	He is studying at home.
biyzaakir fi-lbeet-ímta,	When does he study at home?
biyzaakir fi-lbeet bi-lleel.	He studies at home in the evening.

N8.4 The question words /ímta/ and /feen/ can be replaced by complements.

Time complements replace /ímta/ and place complements /feen/.

Complements usually follow the verb. If the verb has an object, complements follow the object. Time, but not place, complements may precede the verb.

If both place and time complements occur after the verb (and the object if there is one), place complements precede time.

#### DRILLS

##### LIST 8.3 Verbs

rígíñ	yírgañ	return
síhir	yíshar	stay up, stay awake
šírib	yíšrab	drink
wísil	yíwsal	arrive
tíñib	yítñab	become tired
ríkib	yírkab	ride, board
dárab	yídrab	beat, hit
dáfañ	yídfañ	pay
kásar	yíksar	break

8.14 xaragt-imbaariñ bi-lleel. Substitute:

zaakir.	dáxal-il <u>?</u> ooda.
rígiñ.	šírib ?áhwa.
saafir.	kásar-il <u>?</u> álam.
síhir.	rikb-il <u>?</u> arabíyya.
wísil.	tálab-innímra.
tíñib.	íamal-ilwaagib.
dáfañ.	dárab-ilwálad.

8.15 ħanúxrug búkra.

Continue using the sentences in drill 8.14.

E. Numerals: 20-99.

fišriin	20	waañid wi fišriin	21
talatiin	30	itneen wi talatiin	32
?arbiñiin	40	talaata-w ?arbiñiin	43
xamsiin	50	?arbáñá-w xamsiin	54
sittiin	60	xámsa-w sittiin	65
sabñiin	70	sítta-w sabñiin	76
tamaniin	80	sábñá-w tamaniin	87
tisñiin	90	tamánya-w tisñiin	98

#### DRILLS

8.16 T: talaata zaa?id sítta - ysaawi kaam,

S: tísña.

T: wi sítta.

S: xamastaasár.

T: wi sítta.

S: waañid wi fišriin.

Continue, adding six.

Repeat, adding four.

8.17 T: talaata-f tamánya-ysaawi kaam,

S: ?arbáʃa-w ſišriin.

Continue with the following:

5 x 9

8 x 9

9 x 5

7 x 8

4 x 6

8 x 7

9 x 4

9 x 7

7 x 3

6 x 7

8 x 6

6 x 6

N8.5 Verb classes. Some verbs have the same stems in the perfect and imperfect; this is true of all /kallim/ and /zaakir/-type verbs. The /katab/-type verbs, however, always show a change from the perfect to the imperfect stems: CVCVC becomes CCVC. In addition to this change in structure, the vowel of the imperfect stem may or may not be the same as the second vowel of the perfect stem.

These facts allow us to set up classes of verbs, actually classes of verb stems or classes of perfect to imperfect stem changes.

CLASS I: No change in stem.

To this class belong all CVCCVC and CVVCVC verbs.

kállim                  yikállim

tárgim                  yitárgim

zaakir                  yizaakir

CLASS II: The /i/ class.

To this class belong all CVCVC verbs with CCiC imperfect stems.

kátab                  yíktib

líbis                  yílbis

CLASS III: The /a/ class.

To this class belong all CVCVC verbs with CCaC imperfect stems.

sá'äl                  yís'äl

fíhim                  yífham

CLASS IV: The /u/ class.

To this class belong all CVCVC verbs with CCuC imperfect stems.

dáxal                  yúdxul

From now on, a vowel in parentheses after the v. will identify the stem class to which it belongs. No vowel after a verb will identify a Class I verb; thus /kátab/ (i), /fíhim/ (a), /kállim/.

#### SUPPLEMENTARY DRILLS

8.18 ríg̥u-mbarñ-issubñ. Substitute for /imbarñ-issubñ/:

today	today at 10:15
the day before yesterday	yesterday morning
yesterday at noon	at night
this afternoon	this morning
last night	yesterday in the afternoon

8.19 ?imtiñaan-ittabii?a búkra-ssubñ. Substitute for /búkra-ssubñ/:

tomorrow afternoon	tomorrow morning at 9:30
the day after tomorrow	the day after tomorrow in the morning
today at noon	this afternoon
tonight	tomorrow at noon
tomorrow night	tomorrow night at 8:45

8.20 ?ee-lñikaaya ya saami. it?axxart<sup>i</sup> lee, Substitute for /it?axxart/:

return early	ride in my car
stay up late	beat the boy
drink the medicine	pay the money
arrive late	break the box
open the drawer	grasp the pencil

8.21 ?ee-lñikaaya ya saami. bitit?áxxar lee,

Substitute for /bitit?áxxar/ using the items in drill 8.20.

Conversation

## THE MONTHS

1. innahárdia kaam fi-ssáhr. What is the date today?
2. innahárda tisañtaašar nuvímbir.  
yanaayir January  
fibraayir February  
maaris March  
'abrii April  
maayu May  
yúnyu June  
yúlyu July  
?ayústus August  
sibtímbir September  
'uktoobir October  
nuvímbir November  
disímbir December
3. ímta ſiid milaadak. When is your birthday?
4. ſiid milaadi-1<sup>l</sup>usbuuñ-ilgayy. My birthday is next week.  
iſſáhr-ilgayy next month  
issabt-ilgayy next Saturday
5. kull<sup>i</sup> sána w-ínta táyyib. Many happy returns.
6. w-ínta táyyib. Thank you (response to above).  
w-ínta bi-ſſíñha wi-ſſalaama. (Another response to above.)
7. ḥadřítak mitgáwwiz? Are you married, sir?
8. áywa, wi ſándi wálad wi bint. Yes, and I have a boy and a girl.
9. ſumr-íbnak kam sána, What is your son's age?
10. kaan xámsa-ſſáhr-ílli faat. He was five last month.  
il<sup>l</sup>usbuuñ-ílli faat last week  
iixamiis-ílli faat last Thursday
11. húwwa mawluud sánit tísfa-w He was born in '59.  
xamsiin.

12. wi bántak ſandáha kám sána, And what is your daughter's age?  
 13. kaanit fálat siniin yúlyu-lli She was three last July.  
     faat.  
     ñatkuun árba<sup>f</sup> siniin yúlyu-lgayy.
14. ba'aalak add<sup>i</sup> ee-f amriika, How long have you been in America?  
 15. ba'aali ñawaali xámas túshur. About five months.  
 16. itfaírágtu ſa-lbálad? Have you seen much of the city?  
 17. la? líssa. 'inšaa<sup>z</sup>-allaah No, not yet. I hope to do so  
     fi-l'agaaza. during the vacation.  
 18. isšahr<sup>i</sup> da ſandína árba<sup>f</sup> tiyyaam This month we have four days  
     'agaaza bi-munásbit ſiid-isšukr. vacation for Thanksgiving.  
 19. ſiid-isšukr<sup>i</sup> raabi<sup>f</sup> xamiis fi-sahr<sup>i</sup> Thanksgiving is the fourth Thursday  
     nuvímbir. in November.  
 20. issanaadi ſiid-isšukr<sup>i</sup> yoom This year Thanksgiving is November 26.  
     sítta-w ſišriin nuvímbir.

### Grammar

#### A. More on prepositional phrases.

- |                              |                                   |
|------------------------------|-----------------------------------|
| ilkitaab ſála-lmáktab.       | The book is on the desk.          |
| ilkitaab ſalee.              | The book is on it.                |
| il'álam tańt-ilmáktab.       | The pencil is under the desk.     |
| il'álam táńtu.               | The pencil is under it.           |
| il'álam tańt.                | The pencil is underneath.         |
| ilkitaab miš mářa-lmudárris. | The book is not with the teacher. |

N9.1 In addition to nouns or noun phrases (N8.2), the prepositions may also be followed by pronouns (bound forms).

Some prepositions (Group I), like /ſála/ and /mářa/, do not occur independently, but are always followed by a pronoun, a noun, or a noun phrase. Others (Group II), like /tańt/, may be similarly followed, but may also occur independently.

In the construction preposition + pronoun, either or both may undergo some change. The changes are exactly like those in noun +

pronoun constructions (see Tables 6.1 and 7.1, and Notes 6.5 and 7.1). Prepositions ending with V lengthen this V before pronouns just like m. nouns ending with V.

Group I prepositions /min/ and /fála/ have short forms /mi/ and /fa/ which may be used in certain environments. The short forms are not used before pronouns. In all other environments, either /fála/ or /fa/ may be used. Either /min/ or /mi/ may be used before article + noun; elsewhere only /min/ is used.

/min/ or /fála/ + pronouns are irregular. /fála/ + 1 s. is /fálayya/; before all other pronouns /fála/ has the form /falee-/: /faleek/ (2 m), /faleeki/ (2 f), etc. /min/ doubles the /n/ before all pronouns: /mínni/, /minnak/, /minnik/, etc., and before Group II pronouns there are alternative forms: /minnáha/, /minnáha/, /minnúkum/, /minnúhum/, or /mínha/, /mínna/, /mínkum/, /mínhum/.

Two other Group I prepositions need special attention. /máfa/ and /fand/ usually have the same equivalent in English, and hence an important distinction is easily lost sight of. In English, 'The book is with me' can mean either that the book is physically present with me, on my person (e.g. in my hand or pocket), or that I have it, but not on me (e.g. I have checked it out of the library but have left it in my room). In Arabic, /máfa/ is used to express the first of these meanings 'physically present with, or on', and /fand/ the second. These prepositions often function as equivalents of English 'have'.

The Group II preposition /bárra/ is never followed by pronouns.

#### DRILLS

##### LIST 9.1 Prepositions

Group I				Group II	
fi	in	bád	after	foo?	above
fála	on	fand	with	tákt	under
máfa	with	min	from	bárra	outside
?usaad	facing	gamb	beside	gúwwa	inside
?abl	before			?uddaam	in front of
				wára	behind

9.1 iddoor ɻaláyya. 'It is my turn.'

T: ínta.

S: iddoor ɻaleek.

T: híyya.

S: iddoor ɻaleeha.

Continue with other persons, using the following:

ilkitaab ɻándi.

issaaʃa maʃaaya.

iʃʃubbaak ɻusaadi.

ɻáñmad ɻáblí-w zeenab báñdi.

ɻáñmad waraaya-w ɻáli ɻuddaami.

9.2 T: il?amiis gúwwa-ddurg.

S: ?amiisi gúwwa-ddurg. ?amíshum gúwwa.

T: ittazkára fi-lmañfáza.

S: tazkárti fi-lmañfáza. tazkaríthum fi-lmañfáza.

Continue with the following:

iddulaab ?usaad-iʃʃubbaak. (gamb)

iddáwa gúwwa-1ñílba. (tañt)

iʃʃánta foo?-iddulaab. (tañt)

il?agaaza ɻabl-ilñiid. (bañd)

ilñarabiyya ɻuddaam-ilmábna. (wára)

ilwára?a tañt-ilkitaab. (foo?)

il?amiis gúwwa-ddurg. (foo?)

ilkúrsi wára-1baab. (gamb)

ilwára?a gúwwa-1gawaab. (ɻála)

ilmudárris bárra-1fasl. (gúwwa)

9.3 T: iddulaab ?usaad-iʃʃubbaak. gamb.

S: iddulaab miš ?usaad-iʃʃubbaak. iddulaab gámbu.

T: ilkitaab máʃa-1mudarrísa. ɻand.

S: ilkitaab miš máʃa-1mudarrísa. ilkitaab ɻandáha.

Continue with the sentences in drill 9.2.

B. The relative /ílli/.

ilkitaab fála-lmáktab.	The book is on the desk.
ilkitaab-ílli fála-lmáktab kibiir.	The book (which is) on the desk is big.
ilkitaab-ilkibiir-ílli fála-lmáktab bitaañi.	The big book on the desk belongs to me.
kitaab-ilwálad-ílli fála-lmáktab gidiid.	The boy's book on the desk is new.
kitaab-ilmudarrísa-lli fa-lmáktab miš gidiid.	The teacher's book on the desk is not new.

N9.2 In addition to its use as a predicate (N8.2), the prepositional phrase is also used attributively. When used as an attributive of a definite noun or noun phrase, the prepositional phrase is always introduced by the relative /ílli/ 'who, which, that'.

DRILLS

9.4 T: il?amiis gúwwa-ddurg.

S: il?amiis-ílli gúwwa-ddurg<sup>i</sup>-btaañi.

Continue with the sentences in drill 9.2.

9.5 T: il?amiis gúwwa-ddurg.

S: il?umsaan-ílli gúwwa-ddurg<sup>i</sup>-btuuñi.

Continue with the sentences in drill 9.2.

9.6 T: ilfiluus fi-lmañfáza. (?adiim).

S: ilfiluus-ílli fi-lmañfáza ?adiima.

Continue with the sentences in drill 8.7.

C. Dual form of nouns.

ilwálad nabih.	The boy is intelligent.
ilbint <sup>i</sup> nabihā.	The girl is intelligent.
il?awlaad núbaha.	The boys are intelligent.
ilbanaat núbaha.	The girls are intelligent.
ilwaladeen núbaha.	The two boys are intelligent.
ilbinteen núbaha.	The two girls are intelligent.

ilgumliteen dool muhimmuin.	These two sentences are important.
kitaabi-gdiid.	My book is new.
ilkitaab bitaaʃi-gdiid.	My book is new.
kútubi gudaad.	My books are new.
ilkútub bituuʃi gudaad.	My books are new.
ilkitabeen bituuʃi gudaad.	My two books are new.

N9.3 In addition to a s. and a p. form, nouns have a dual (d) form marked by the suffix /-een/.

F. nouns ending in /a/ have the bound form before /-een/: /gúmla/, /gumliteen/. A few f. nouns are irregular and should be noted. /sitt/ adds /-it/: /sittiteen/; with /sána/ and /lúya/, /-t/ does not replace /a/ but is simply added: /sanateen/, /luyateen/.

M. nouns ending in /i/ add /yy/: /kúrsi/, /kursiyyeen/; and m. nouns ending in /a/ add /y/: /mábna/, /mabnayeen/.

All other m. and f. nouns just add /-een/: /waladeen/, /darseen/, /binteen/.

The demonstrative, /bitaaʃ/, and adjectives do not have d. forms. With d. nouns, the p. forms are used.

With s. and p. nouns, possession may be indicated by bound pronouns or by /bitaaʃ/ phrases (N8.1). With d. nouns, possession is usually indicated only with /bitaaʃ/.

#### = DRILLS

9.7 T: sánta.

S<sub>1</sub>: feen-issantiteen.

S<sub>2</sub>: ahúm issantiteen..

Continue with the following:

bádla	<u>mañfáza</u>	<u>bantaloon</u>	sána
gázma	<u>?ooda</u>	mandiil	lúya
<u>farabíyya</u>	<u>saañib</u>	gawaab	kúrsi
gúmla	<u>raagil</u>	beet	mábna
saafá	waagib	bint	dáwa
<u>tazkára</u>	<u>?álam</u>	sitt	?axx

9.8 T: il<sup>?</sup>ooda-kbiira.

S: il<sup>?</sup>utteen dool kubaar.

Continue with the sentences in drill 7.5.

9.9 T: ilgízam.

S<sub>1</sub>: feen-ilgazmiteen bituuñak.

S<sub>2</sub>: ahúm-ilgazmiteen bituuñi.

Continue with the nouns in drill 8.1.

9.10 T: il<sup>?</sup>amiis gúwwa-ddurg.

S: il<sup>?</sup>amiseen bitúñna gúwwa-ddurg.

Continue with the sentences in drill 9.2.

D. Verbs: /šaaf/-type.

šaaf/ (u) 'see'

šaaf 3 m. yišuuf

šaafit 3 f. tišuuf

šaafu 3 p. yišuufu

šuft 2 m. tišuuf

šúfti 2 f. tišuufi

šúftu 2 p. tišuufu

šuft 1 s. ?ašuuf

šúfna 1 p. nišuuf

N9.4 /šaaf/-type verbs have two CVVC stems: CaaC for 3rd pers. perfect, and CuuC for all other perfect and imperfect forms. These verbs hence belong to the /u/ class (N8.5). Note that in the 1st and 2nd pers. perfect /uu/ is shortened to /u/ before CC.

The imperatives are regular: /šuuf/, /šuufi/, and /šuufu/.

DRILLS

LIST 9.2 Verbs

?aal (u)	say, tell
?aam (u)	get up
raañ (u)	go
zaar (u)	visit
faat (u) fála	drop in
saa? (u)	drive

9.11 T: ?aal kída. ána.

S: ?ult<sup>i</sup> kída.

T: húmma.

S: ?aalu kída.

Continue with other persons, using the following:

raañ hinaak.

zaar sáñbu fi-lbeet.

faat fála sáñbu fi-lmáktab.

saa?-ilfáriyya-btáñtu.

šaaf-ilmudiir.

?aam wi xárag.

9.12 T: ħay?uul kída. ána.

S: ħa?uul kída.

Continue with other persons, using the sentences in drill 9.11.

9.13 T: ?aal ilkílma taani.

S: ?uul-ilkílma taani.

?uuli-lkílma taani.

?uulu-lkílma taani.

Continue with the sentences in drill 9.11.

#### E. The verb /kaan/ is equational sentences.

il?imtiħaan sahl.

The examination is easy.

il?imtiħaan kaan sahl.

The examination was easy.

il?imtiħaan ħaykuun sahl.

The examination will be easy.

ilwálad fi-lbeet.

The boy is in the house.

ilwálad kaan fi-lbeet.

The boy was in the house.

ilbint<sup>i</sup> kaanit fi-lbeet.

The girl was in the house.

ilbanaat ħaykuunu fi-lmadrása. The girls will be in the school.

N9.5 In Arabic as in English, the verb 'be' /kaan/ (/u/-class /šaaf/-type) is used in constructions in which other verbs are not used. /kaan/ (and one other verb to be introduced later) is used in equational sentences (cf. N1.1), where it functions as a time marker.

9.14 T: il'imtiħaan saħl.

S: il'imtiħaan kaan saħl-imbaariñ.

Continue with the following:

iššánta foo?-iddulaab.

axuuya taħbaan.

issáma-myayyíma.

íħna fadyiin.

il-amiseen gúwwa-ddurg.

ittalámza mašyuliin.

ittas<sup>i</sup> gamiil.

ilbanaat máħa-lmudarrisa.

?utt-innázra fádyā.

ilmudarrisiin hína.

ilmaktába ma?fuula.

9.15 T: il'imtiħaan saħl.

S: il'imtiħaan ħaykuun saħl<sup>i</sup> búkra.

Continue with the sentences in 9.14.

9.16 ilkútub kaanu ma?fuliin. Substitute:

<u>i</u> l-ooda	iddurgeen	<u>i</u> l-fílab
ilbaab	iddulaab	<u>i</u> ššánta
<u>i</u> ššantiteen	ilbibaan	<u>i</u> l-utteen
<u>i</u> ššubbaak	ilmaktába	iddurg
<u>i</u> l-fílbä	ilgawaab	<u>i</u> ššababiik

9.17 T: kaan mašyuul-imbaariñ. híyya.

S: kaanit mašyuula-mbaariñ.

Continue with other persons, using the following:

kaan taħbaan-imbaariñ.

ħaykuun faadi búkra.

kaan ŋayyaan-imbaariñ.

kaan fi-lgámfha-mbaariñ.

ħaykuun gaahiz búkra.

## SUPPLEMENTARY DRILLS

9.18 ħadrítak mitgáwwiz? Substitute:

ready	a teacher	do you know (saarif)
an American	an Egyptian	do you understand (faahim)
cold	at home	are you going there
tired	up there	his brother
free	do you see (šaayif)	her father

9.19 innaħárda yoom sabat taasax nuvimbir. Substitute:

March 3	February 9
June 15	May 12
August 19	July 14
December 26	January 31

9.20 baʔaali hína ħawaali xámas túšħur. Substitute:

9 months	7 months	10 years
3 weeks	4 days	3 months
10 days	8 weeks	.5 minutes
5 hours	4 years	9 weeks
9 minutes	6 hours	3 years

9.21 rigiħt-imbaariħ. Substitute:

last week	on Monday	last July
last month	on July 6	yesterday afternoon
at 10:35	in the afternoon	after Thanksgiving
last year	after the holiday	after 3 months
the day before yesterday	after 6 years	last May

## LESSON 10

iddars-il'aasir

ConversationA TRIP TO NEW YORK

1. safirt<sup>i</sup> New York san tarii?  
Chicago-sseef-ílli faat.
- I went to New York by way of Chicago last summer.
2. ?umt<sup>i</sup> min Austin bi-lsarabíyya-btáfti yoom litneen-issubh<sup>i</sup> bádri.
- I left Austin in my car early Monday morning.
3. wi su't<sup>i</sup> hawaali rúbñu miit miil fi-lyoom.
- And I drove about 400 miles a day.
4. futt<sup>i</sup> fála ?axuuya-f Chicago-w nimt<sup>i</sup> sándu leela.
- I dropped in on my brother in Chicago and stayed with him overnight.
5. biß-ilsarabíyya-w tixt<sup>i</sup> min Chicago li New York.
- I sold the car and flew from Chicago to New York
6. ittayyaara samalítha-b sañteen.
- The plane made it in two hours.
7. wisilt<sup>i</sup> New York yoom-ilgúmfa bañd-idduhr.
- I arrived in New York on Friday afternoon.
8. wi-nzilt<sup>i</sup>-f lukánda-kbiira-f Manhattan.
- And I stayed in a big hotel in Manhattan.
9. ?afatt<sup>i</sup> fi New York ?usbúseen.
- I remained in New York for two weeks.
10. wi zurt-iimáfrad-ilvalámi-w šuft -ilmáfrudaat-ilmasríyya.
- I visited the Worlds Fair and saw the Egyptian exhibit.
11. ruñt-il?unsulíyya-lmasríyya-w ?abilt-il?únsl.
- I went to the Egyptian Consulate and met the consul.
12. zurt<sup>i</sup> waañid sáñbi-f beetu, wi bañdeen-itfassáñna máñá bañd<sup>i</sup> fi-lbálad.
- I visited at the home of one of my friends, and afterwards the two of us looked around the city.
13. sibt<sup>i</sup> New York taani yoom wi xatt -il?utubiis li Washington.
- I left New York the following day and took the bus to Washington.
14. rigiñt<sup>i</sup> Austin bi-latr<sup>i</sup> min Washington.
- I returned to Austin by train from Washington.

15. *il<sup>i</sup>atr<sup>i</sup> kaan sariif gíddan, wi maw<sup>?</sup>ifs-ílla fi-lmañattaat -ilkubaar.* The train was very fast and did not stop except at main stations.
16. *irriñla kaanit mumtífa gíddan.* The trip was very enjoyable.
17. *‘amalt<sup>i</sup> ñawaali xámas talaaf miil fi muddit tálat ‘asabiiñ.* I made about 5,000 miles in (the period of) three weeks.

### Grammar

#### A. Verbs: more /šaaf/-type.

/gaab/ (i)	'bring'	
gaab	3 m.	yigiib
gaabit	3 f.	tigiib
gaabu	3 p.	yigiibu
gibt	2 m.	tigiib
gíbti	2 f.	tigiibi
gíbtu	2 p.	tigiibu
gibt	1 s.	?agiib
gíbna	1 p.	nigiib

N10.1 /šaaf/-type verbs in Lesson 9.D have the stems CaaC and CuuC. Other verbs of this type have CaaC and Ciic. These verbs belong to the /i/ class (N8.5).

The imperatives are regular: /giib/, /giibi/, and /giibu/.

Unlike /katab/-type verbs (Notes 7.7 and 8.3), /šaaf/-type verbs have only one participle. The participle of /šaaf/-type verbs has the structure CaayiC: /šaayif/, /šáyfa/, and /šayfiin/; /gaayib/, /gáyba/, and /gaybiin/.

Two /šaaf/-type verbs are irregular in that they have the same stems in the imperfect as in the 3rd. pers. perfect. They have, however, a different stem (as do all /šaaf/-type verbs) in the 1st and 2nd pers. perfect.

/naam/ (ir)	'sleep'	/xaaf/ (ix)	'be afraid'
naam	3 m.	yinaam	xaaf
nimt	2 m.	tinaam	xuft

The imperative and participles of these verbs are regular.

## DRILLS

### LIST 10.1 Verbs

gaab (i)	bring
šaal (i)	carry
baaf (i)	sell
saab (i)	leave
taar (i)	fly
yaab (i)	be absent
naam (ir)	sleep
xaaf (ir) min	be afraid of

10.1 T: gaab-ilʃarabiyya.

S: gibt-ilʃarabiyya.

T: huma.

S: gaabu-lʃarabiyya.

Continue with other persons, using the following:

šaal-iʃsánta.

baaf-ilʃarabiyya.

yaab yumeen.

naam tálat sañaat.

xaaf min-ilmudiir.

saab šantítu-w saafir.

10.2 T: ḥaygiib-ilʃarabiyya. ána.

S: ḥagiib-ilʃarabiyya.

Continue with other persons, using the sentences in drill 10.1.

10.3 T: gaab-ilkitaab.

S: giib-ilkitaab.

giibi-lkitaab.

giibu-lkitaab.

Continue with the sentences in drill 10.1.

10.4 ḥangiib ?ee, Substitute:

?aal	dáras	líbis	tárgim	šaal
bá`at	zaakir	sími?	řámal	kátab
tálab	bæf	saa?	šaaf	gaab

10.5 bitruuñi feen, Substitute:

dárris	zaakir
?áñad	kátab
saafir	xárag
saa?	raañ
naam	taar

B. Participles of /kallim/- and /zaakir/-type verbs.

kállim-il mudárris.	He spoke to the teacher.
húwwa-m kállim-il mudárris.	He has spoken to the teacher.
híyya-m kallíma-l mudárris.	She has spoken to the teacher.
húmma-m kallimiin-il mudárris.	They have spoken to the teacher.
zaakir.	He studied.
húwwa-m zaakir.	He has studied.
híyya-m zákra.	She has studied.

N10.2 Like /šaaf/-type verbs (N10.1), /kallim/ and /zaakir/-type verbs have only one participle, formed by prefixing /mi-/ to the stem (3 m. perfect): /mikállim/, /mikallíma/, and /mikallimiin/.

DRILLS

10.6 T: ḥayruuñ hinaak. húwwa raayiñ hinaak. ána.

S: ḥaruuñ hinaak. ána raayiñ hinaak.

ḥaruuñ hinaak. ána ráyha-hnaak.

T: húmma.

S: ḥayruuñ-hnaak. húmma rayhiin hinaak.

Continue with other persons, using the following:

ḥayuum wi yúxrug. húwwa ?aayim wi xaarig.

ḥaysaafir búkra. húwwa-msaafir búkra.

biysuu'-il ḥarabíyya. húwwa say'-il ḥarabíyya.

biyšuuf kull<sup>i</sup> ḥaaga. húwwa šaayif kull<sup>i</sup> ḥaaga.

biyxaaf míんな. húwwa xaayif míんな.

biyšiil-iššánta. húwwa šayl-iššánta.

biynaam wi-yuum hína. húwwa naayim wi ?aayim hína.

10.7 T: ?aal-ilkílma di. húwwa ?ayl-ilkílma di. ána.

S: ?ult-ilkílma di. ána ?ayl-ilkílma di.

?ult-ilkílma di. ána ?áyla-lkílma di.

T: húmma.

S: ?aalu-lkílma di. húmma ?ayliin-ilkílma di.

Continue with other persons, using the following:

baaf-ilfarabiyya.

zaakir safteen.

kámmil-ilwaagib.

báfat-ilgawaab.

naam safteen-illeela-lli faatit.

?abl-ilmudiir min šuwáyya.

### C. Negation of verbs.

ħaysaafir búkra.

He is going to travel tomorrow.

miš ħaysaafir búkra.

He is not going to travel tomorrow.

kátab-ilgawaab.

He wrote the letter.

makatabš-ilgawaab.

He did not write the letter.

biyifham ʃárábi.

He understands Arabic.

mabyifhamš ʃárábi.

He does not understand Arabic.

?aalu ?ee,

What did they say?

ma?aluuš ħaaga.

They did not say anything.

rúħna-lbeet.

We went home.

marúħnaaš-ilbeet.

We did not go home.

šuft <sup>i</sup> miin,

Whom did you see?

mašúftiš ħadd.

I did not see anyone.

zakirt-iddars?

Did you study the lesson?

mazakírtiš-iddars.

I did not study the lesson.

N10.3 To negate the imperfect with /ħa-/ , /miš/ is used before the verb.

To negate any other verb form, /ma-/ is prefixed and /-s/ (or /-iš/ to avoid CCC) is suffixed to the verb. Note that final V lengthens before the suffix (cf. N7.1), that VV shortens before CC, and when unstressed, and that unstressed /i/ elides unless CCC would result; hence /biyifham/, /mabyifhamš/, but /biyuul/, /mabiyulš/.

Note that with verbs ending in /s, z/, the final consonant assimilates to /-š/ in the negative: /dáras/, /madarašš/.

DRILLS

LIST 10.2 Verbs

fássar	xárag
ňaawil	raaň
dáras	?aam
nízil	yaab
símiň	naam

10.8 T: saafir.

S: masafirs̄.

Continue with other verbs.

10.9 T: saafir. híyya.

S: sáfrit. masafrits̄.

Continue with other verbs.

10.10 T: saafir. ána.

S: safirt. masafírtiš.

Continue with other verbs.

10.11 T: saafir. húmma.

S: sáfru. masafruuš.

T: ínti.

S: safírti. masafírtiš.

T: íňna.

S: safírna. masafirnaš.

Continue with other verbs, using 3 p., 2 f., and 1 p. forms.

10.12 T: saafir. húmma.

S: sáfru. masafruuš.

T: híyya.

S: sáfrit. masafrits̄.

Continue with other persons and other verbs.

10.13 T: saafir. húmma.

S: biysáfru. mabiysafruuš.

T: híyya.

S: bitsaafir. mabitsafirš.

Continue with other persons and other verbs.

10.14 mašafš<sup>i</sup> ḥadd-imbaariň. Substitute:

ínti	imbaariň	imbaariň
kállim	sá?al	faat ńála
ána	híyya	búkra
saa?id	búkra	gaab
búkra	zaar	ínta
íñna	íntu	imbaariň

10.15 mašafš<sup>i</sup> ḥaaga-mbaariň. Substitute:

húmma	bá?at	íñna
baa?	ínti	kátab
búkra	sími?	búkra
íñna	búkra	ána
?aal	ínta	zaakir
híyya	ńámal	imbaariň
imbaariň	imbaariň	fássar

D. Numerals: 100-1000.

míyya	100		
míyya-w xámsa	105		
míyya-w <u>xamastaasár</u>	115		
míyya xámsa-w ńíšriin	125		
míyya sítta-w tamaniin	186		
miteen	200	túmnú míyya	800
túltu míyya	300	túsńu míyya	900
rúbfú míyya	400	?alf	1,000
xúmsu míyya	500	?alfeen	2,000
súttu míyya	600	tálat talaaf	3,000
súbfú míyya	700	?árba? talaaf	4,000
?alf túsńu míyya, <u>?arbáfa-w</u> sittiin			1964

## DRILLS

10.16 T: míyya-w xámsa zaa?id sítta-yaaawi.

S: míyya-w ñidaašar.

T: wi sítta.

S: míyya-w sabaftaašar.

Continue adding 6.

10.17 T: míyya-w xámsa zaa?id xamsiin yisaawi kaam,

S: míyya xámsa-w xamsiin.

T: wi xamsiin.

S: miteen wi xámsa.

Continue adding 50.

N10.4 Predictability of stress. In Lessons 7-10, stress has been marked by the acute accent if not predictable by the two rules given in N6.13. If you study the marking of stress in these lessons, you will observe that in almost all examples the accent is on the second last syllable. In other words, the occurrence of stress in Arabic words is almost totally predictable. We can hence add one more rule regarding the occurrence of stress and mark only the few exceptions.

The rules for the occurrence of stress are as follows: (1) If a word ends with CC, the last syllable is stressed; (2) if a word has VV, then this is stressed regardless of which syllable has VV; (remember that a word never has more than one VV, and that VV never occurs in a word ending with CC;) and (3) if a word does not end with CC, and does not have VV, then the penult is stressed. As noted above, there are a few exceptions (such as /kátabit/) to these three rules.

From now on, stress will be marked by the acute accent only if its occurrence is not predictable by these rules.

## SUPPLEMENTARY DRILLS

10.18 Repeat the conversation, using 3 f. forms..

10.19 Repeat the conversation, using the imperfect with /ħa-/ , and substituting /isseeef-ilgayy/ for /isseeef-ílli faat/ in sentence 1.

10.20 ittayyaara ṣamalītha-b s<sup>z</sup>fteen. Substitute for /sa<sup>f</sup>teen/:

- |              |                        |
|--------------|------------------------|
| 5 hours      | an hour and a quarter  |
| 9 hours      | 7 hours and a half     |
| 10 hours     | 3 hours and 20 minutes |
| half an hour | 4 hours                |

10.21 <sup>i</sup>'afatt<sup>1</sup> fi New York ?usbūseen. Substitute for /?usbūseen/:

- |         |          |
|---------|----------|
| 6 weeks | 8 weeks  |
| 10 days | 3 months |
| 4 weeks | 5 days   |
| 3 years | 7 years  |
| 2 days  | 2 months |

10.22 irrīḥla kaanit mumtīṣa giddan. Substitute:

- |             |             |
|-------------|-------------|
| long        | the day     |
| important   | long        |
| difficult   | the holiday |
| beautiful   | short       |
| the weather | beautiful   |
| moderate    | the hotel   |
| cloudy      | expensive   |

Conversation

1. imta ɻiid-ilmilaad wi raas-issana. When is Christmas and New Years?
2. ɻiid-ilmilaad fi-lyarb<sup>i</sup> yoom Christmas in the West is on  
xamsa-w ɻišriin disimbir, wi December 25, and New Years is  
raas-issana yoom waħid yanaayir. on January 1.
3. innama fi-ssar?, fii baʃd<sup>i</sup> However, in the East there are  
masiħiyyiin biyiħtiflu-b ɻiid some Christians who celebrate  
-ilmilaad yoom sabħa yanaayir. Christmas on January 7.
4. fii ?agaaza-f ɻiid-ilmilaad? Is there a vacation for Christmas?
5. aywa, ħawaali fašar tiyyaam. Yes, about ten days.
6. ilʔagaaza min talaata-w ɻišriin The vacation is from December 23  
disimbir liyayt-itneen yanaayir. to January 2.
7. imta ħayintihi-lfasl-iddiraasi When does the first semester  
-l'awwil. end?
8. iddirasa ħatintihi yoom Classes (studies) end on January  
arbaħ-taašar yanaayir. 14.
9. wi baħdeen fii ?usbuuħ And afterwards there is a week of  
?imtiħanaat. exams.
10. ilfasl-iddiraasi-ttaani ħayibtidi The second semester begins on  
yoom xamsa fibraayir, wi February 5 and ends the last  
yintihi-f ?aaxir ?usbuuħ fi week of May.
11. fii ?agazaat fi-lfasl-iddiraasi Are there vacations during the  
-ttaani? second semester?
12. fii ?agaaza ?usayyara-f There is a short vacation for  
ɻiid-il'iyaama. Easter.
13. ɻiid-il'iyaama maluuš tariix There is no fixed date for Easter.  
muħaddad.

HOLIDAYS

14. kaan issana-lli faatit fi ?abriil. Last year it was in April.
15. wi haykuun issanaadi-f maayu. And this year it will be in May.
16. baʃd-ilmasiħyyiin fi-ħsar?<sup>i</sup> Some of the Christians in the East  
-byiħtifulu-b fiid-il?iyaama celebrate Easter at the same  
maħa-lmasiħyyiin fi-lyarb. time as Christians in the West.
17. innama muʃzamhum biyiħtifulu bii However, most of them celebrate  
baʃd-ilħarbi-b talat ?aw ?arba? it later by three or four  
?asabii?. weeks.
18. laakin kulluhum biyiħtifulu bi-1ħiid But all of them celebrate the  
maħa baʃdi marra kulli ?arba? holiday at the same time once  
siniin. every four years.
19. imta-1ħiid-ilgawmi-f ?amriika-w When is the national holiday in  
fi masr. America and Egypt?
20. fiid-il?isti?laal fi ?amriika yoom Independence Day in America is  
?arba?a yulyu. July 4.
21. fiid-issawra-f masri <sup>i</sup> yoom talaata-w Revolution Day in Egypt is  
fišriin yulyu. July 23.

### Grammar

#### A. /fii/-sentences.

fii kutub gudaad fi-lmaktaba.  
fii fi-lmaktaba kutub gudaad.  
  
fii ?imtiħaan bukra.  
fii bukra ?imtiħaan.  
  
fii tilmiza-btiħraf fárabu.  
fii tilmiziż biyzaakir fi-lbeet.  
fii raagil ħayruuñ masr.  
  
mafiiš walad barra.  
mafiiš tilmiza-btiħraf fárabu.

There are new books in the library.  
There are in the library new books.  
  
There is an examination tomorrow.  
There is tomorrow an examination.  
  
There is a student who knows Arabic.  
There is a student studying at home.  
There is a man going to Egypt.  
  
There isn't a boy outside.  
There isn't a student who knows Arabic.

N11.1 A /fii/-sentence consists of /fii/ 'there is/are' followed by an indefinite noun or noun phrase (e.g. noun + adjective, noun + verb). It may also contain a place and/or a time complement, which may precede or follow the noun or noun phrase.

To negate a /fii/-sentence, /ma- -š/ is used with /fii/.

#### DRILLS

11.1 T: il?amiis guwwa-ddurg.

S<sub>1</sub>: fii ?amiis guwwa-ddurg.

S<sub>2</sub>: fii ?umsaan guwwa-ddurg.

Continue with the sentences in drill 9.2.

11.2 T: il?amiis guwwa-ddurg.

S<sub>1</sub>: fii ?umsaan guwwa-ddurg.

S<sub>2</sub>: mafiiš ?umsaan guwwa-ddurg.

Continue with the sentences in drill 9.2.

11.3 fii tilmiziiz biyiřraf ſáabi. Substitute:

talamza	biydarris	walad
sitt	?ustaaz	biyzaakir
biyifham	biyiktib	tilmiiza
raagil	banaat	mudarris
mudarrisiin	mudarrisa	sittaat

11.4 mafiiš tilmiziiz biyiřraf ſáabi. Substitute, using the items in drill 11.3.

11.5 T: irraagil ḥayruuň hinaak.

S<sub>1</sub>: fii raagil ḥayruuň hinaak.

S<sub>2</sub>: fii raagil raayiň hinaak.

S<sub>3</sub>: mafiiš ḥadd<sup>i</sup> raayiň hinaak.

Continue with the sentences in drill 10.6, supplying the free subjects /irraagil/ or /ḥadd/.

11.6 T: issitt<sup>i</sup> ḥatruuñ hinaak.

S<sub>1</sub>: fii sitt<sup>i</sup> ḥatruuñ hinaak.

S<sub>2</sub>: fii sitt<sup>i</sup> rayħa-hnaak.

S<sub>3</sub>: mafiiš ḥadd<sup>i</sup> raayiñ hinaak.

Continue with the sentences in drill 10.6, supplying the free subjects /issitt/ or /ḥadd/.

11.7 T: innaas ḥayruuñu-hnaak.

S<sub>1</sub>: fii naas ḥayruuñu-hnaak.

S<sub>2</sub>: fii naas rayħiin hinaak.

S<sub>3</sub>: mafiiš ḥadd<sup>i</sup> raayiñ hinaak.

Continue with the sentences in drill 10.6, supplying the free subjects /innaas/ or /ḥadd/.

B. /kaan/ with /fii/-sentences.

kaan fii walad barra.

There was a boy outside.

kaan fii barra walad.

There was outside a boy.

kaan fii bint<sup>i</sup> fi-lbeet.

There was a girl in the house.

kaan fii ?awlaad fi-lbeet.

There were some boys in the house.

kaan fii tilmiz biyzaakir ʕarabi.

There was a student studying Arabic.

ḥaykuun fii ?agaaza bukra.

There will be a vacation tomorrow.

makans<sup>i</sup> fii walad barra.

There wasn't a boy outside.

makans<sup>i</sup> fii bint<sup>i</sup> fi-lbeet.

There wasn't a girl in the house.

makans<sup>i</sup> fii ?awlaad fi-lbeet.

There weren't any boys in the

house.

makans<sup>i</sup> fii tilmiz biyzaakir  
ʕarabi.

There wasn't a student studying  
Arabic.

miš ḥaykuun fii ?agaaza bukra.

There will not be a vacation  
tomorrow.

N11.2 /kaan/ with /fii/-sentences (as with equational sentences, N9.5) functions as a time marker. In these sentences, only the 3 m. form of /kaan/ is used.

To form the negative, /ma- -š/ is used with /kaan/ and /miš/ with /ḥaykuun/.

DRILLS

11.8 T: i<sup>l</sup>?amiis guwwa-ddurg.

S<sub>1</sub>: kaan fii ?amiis guwwa-ddurg.

S<sub>2</sub>: kaan fii ?umsaan guwwa-ddurg.

S<sub>3</sub>: makans̄<sup>i</sup> fii ?umsaan guwwa-ddurg.

Continue with the sentences in drill 9.2.

11.9 kaan fii tilmiz biyifraf fárábi.

Substitute, using the items in drill 11.3.

Repeat in the negative.

11.10 T: irraagil ñayruuñ hinaak.

S<sub>1</sub>: fii ragil raayiñ hinaak.

S<sub>2</sub>: kaan fii ragil raayiñ hinaak.

S<sub>3</sub>: makans̄<sup>i</sup> fii ñadd<sup>i</sup> raayiñ hinaak.

Continue with the sentences in drill 10.6, supplying free subjects.

11.11 T: issitt<sup>i</sup> ñatruuñ hinaak.

S<sub>1</sub>: fii sitt<sup>i</sup> rayña-hnaak.

S<sub>2</sub>: ñaykuu fii sitt<sup>i</sup> rayña-hnaak.

S<sub>3</sub>: miš ñaykuu fii ñadd<sup>i</sup> raayiñ hinaak.

Continue with the sentences in drill 10.6, supplying free subjects.

11.12 Repeat drills 11.10 and 11.11, using /innaas/ instead of /irraagil/ or /issitt/.

C. Verbs: /ñabb/-type.

/ñabb/ (i) 'love, like'			/kabb/ (u) 'spill'		
ñabb	3 m.	yiñibb	kabb	3 m.	yikubb
ñabbit	3 f.	tiñibb	kabbit	3 f.	tikubb
ñabbu	3 p.	yiñibbu	kabbu	3 p.	yikubbu
ñabbeet	2 m.	tiñibb	kabbeet	2 m.	tikubb
ñabbeeti	2 f.	tiñibbi	kabbeeti	2 f.	tikubbi
ñabbeetu	2 p.	tiñibbu	kabbeetu	2 p.	tikubbu
ñabbeet	1 s.	?añibb	kabbeet	1 s.	?akubb
ñabbeena	1 p.	niñibb	kabbeena	1 p.	nikubb

N11.3 All /ħabb/-type verbs have three stems: CaCC for 3rd pers. perfect, CaCCee for 1st and 2nd perfect, and CiCC or CuCC for imperfect forms.

The imperatives are regular: /ħibb/, /ħibbi/, and /ħibbu/.

The participles are also regular: active /ħaabib/, /ħabba/, and /ħabbiin/; and passive /maħbuub/, /maħbuuba/, and /maħbubiin/.

#### DRILLS

##### LIST 11.1 Verbs

ħabb (i)	love, like	kabb (u)	spill
dail (i)	guide, direct	da??"i (u)	knock at
sadd (i)	block	ħatt (u)	place, put
ħall (i)	solve	radd i (u)	answer
ħadd (i)	count	bass i (u)	look at

11.13 T: ħabb. ana.

S: ħabbeet.

T: humma.

S: ħabbu.

Continue with other persons, using the following:

ħall-ilmas'ala.

ħatt-iššanta fa-lkursi.

ħadd-ilfiluus.

kabb-il'ahwa fa-lkitaab.

da??"i fa-lbaab wi daxal.

radd fa-ttilifoon.

dall-irraagil fa-lmataar.

bass i-l bintu.

rikb-il?atr.

sadd-itħarri? bi-farabiyyitu.

11.14 T: bass i-mn-iššubbaak. ana.

S: ħabuuss i-mn-iššubbaak.

T: humma.

S: ħaybussu-mn-iššubbaak.

Continue with other persons, using the sentences in drill 11.13.

11.15 T: bass i-mn-iššubbaak. ana.

S: lee mabassit s i-mn-iššubbaak. laazim ?abuuss i-mn-iššubbaak.

T: humma.

S: lee mabassuuš min-iššubbaak. laazim yibugġu-mn-iššubbaak.

Continue with other persons, using the sentences in drill 11.13.

11.16 T: bass<sup>i</sup>-mn-iššubbaak.

S<sub>1</sub>: lee mabitbussiš min-iššubbaak. buss<sup>i</sup>-mn-iššubbaak.

S<sub>2</sub>: lee mabitbussiis min-iššubbaak. bussi-mn-iššubbaak.

S<sub>3</sub>: lee mabitbussuuš min-iššubbaak. bussu-mn-iššubbaak.

Continue with the sentences in drill 11.13.

#### SUPPLEMENTARY DRILLS

11.17 ilfasl-iddiraasi ḥayintihi yoom ?arbaštaašac yanaayir.

Substitute:

August 17

June 9

January 24

July 13

May 29

February 4

the last week in January

the last week in August

11.18 T: What time is it?

S: mumkin ti'ulli-ssaaʃa kaam min fadlak,

Continue with the following:

Why are you late?

When did you return from your vacation?

What are you going to do this afternoon?

Why is the library closed today?

When is your exam?

When is your birthday?

How old is your son?

How long have you been in America?

When is Thanksgiving this year?

When will the first semester end?

How many hours a day do you study?

When is Independence Day?

## LESSON 12

iddars<sup>i</sup> litnaašarConversation

## THE SIMPLETON AND HIS DONKEYS

1. kaan fii raagil yašiim ſandu fašar ħimiir. There once was a simpleton who had ten donkeys.
2. fi yoom mi-l<sup>1</sup>ayyaam, irraagil da xarag mi-lbeet, One day, this man left home
3. wi xad ħimiiru fa-ssuu? ſalašaan yibishum. and took his donkeys to the market to sell them.
4. miši-šwayya. wi lamma tišib, rikib ħumaar minhum, He walked a bit, and when he got tired, he mounted one of the donkeys.
5. wi ſadd-ittanyiin fa la'aahum tisfa. And he counted the others and found nine.
6. 'aal fi nafsu. alláh? gara 'ee, He said to himself, "Golly! What has happened?
7. 'ana ſandi fašar ħimiir wi dilwa<sup>2</sup>ti maſaaya tisfa bass. I own ten donkeys, and now there are only nine with me.
8. yatara, feen-ilħumaar-ilħaašir. I wonder, where is the tenth donkey?
9. huwwa-na miš ſhayfu, walla sibtu fi-lbeet, walla 'ee, Why can't I see it? Did I leave it at home, or what?"
10. 'aam nizil min foo<sup>3</sup>-ilħumaar, He got down from the donkey,
11. wi ſadduhum taani, wi la'aahum fašara. and counted them again, and found ten.
12. fa 'aal. 'ihda. ſee? yariib. iſmiñna kida. Then he said, "Well! This is strange. How come?"
13. 'aam rigiſ li beetu, wi ħaka-lħikaaya li-mraatu. He returned to his home and told the story to his wife.
14. fa-mraatu 'alitlu, miš maſ<sup>4</sup>uul. inta laazim yaltaan. Then his wife said to him, "Impossible! You must be mistaken.

15. yalla-nñidduhum mafa bañd. Come, let's count them together."
16. fa radd<sup>i</sup> saleeha-w 'allaha.  
ruuñhi-l wañdik, Then he answered her and said,  
"Go by yourself,
17. wi xalliini 'aañid hina. lañsan and let me stay here. Otherwise  
tifiddiihum, you will count them
18. wi-tla?iihum-ilmarraadi-ñdaašar and now find eleven donkeys."  
ñumaar.

### Grammar

#### A. Pronouns as objects.

<u>ñadd-ilñimiir.</u>	He counted the donkeys.
<u>ñadduhum.</u>	He counted them.
<u>ñadd-ilfiluus.</u>	He counted the money.
<u>ñaddaha.</u>	He counted it.
<u>ñaybiñ-lñimiir.</u>	He is going to sell the donkeys.
<u>ñaybiñhum.</u>	He is going to sell them.
<u>huwwa miš šayf-ilñumaar.</u>	He does not see the donkey.
<u>huwwa miš šayfu.</u>	He does not see it.

N12.1 In place of a noun, a pronoun may be used as object of a verb or a participle. Only the bound forms of pronouns are used in this construction. A verb or a participle may have either a free object (a noun or noun phrase, but never a pronoun) or a bound object (a pronoun), but never both.

With the exception of 1 s. which is /-ni/ (Group II, rather than /-i/ Group I, N6.4), the bound pronouns in the construction verb/participle + pronoun have the same forms and show the same changes as in the construction m. noun + pronoun (cf. Tables 6.1 and 7.1)

I.	2 m.	-ak, -k
	2 f.	-ik, -ki
	3 m.	-u, (VV)
II.	3 f.	-(a)ha
	1 s.	-(i)ni
	1 p.	-(i)na
	2 p.	-(u)kum
	3 p.	-(u)hum

Table 12.1

DRILLS

12.1 T: sa<sup>?</sup>al miin, ana.

S: sa<sup>?</sup>alni.

T: huwwa.

S: sá<sup>?</sup>alu.

Continue with other pronouns as objects, using the following:

šaafit	bitsaaſid
fihim	zaarit
ħayis <sup>?</sup> al	kallim
nisyit	firfit
huwwa-m <sup>?</sup> aabil	huwwa saamif

12.2 Repeat drill 12.1 using the following:

šaaf	ħaysiib
ħaygiib	dalleet
ħabbeet	humma farfiin
ħayzuur	biyšuuf
humma saybiin	humma šayfiin

12.3 Repeat drill 12.1 using the following:

šuft	darrist
kallimt	safitt
dall	ħaddill
?abilt	gawibt
biyħibb	sa <sup>?</sup> alt

12.4 Repeat drill 12.1 using the following:

sá?alu	ħayšuufu
ħayiħ <u>r</u> afu	hiyya- <u>m</u> ?abla
simħu	hiyya maska
hiyya šayfa	gawbu
ħabbu	hiyya <u>talba</u>

12.5 T: simiħna.

S: simiħnaak.  
simiħnaaki.  
simiħnaa.

Continue using the following:

šufna	humma maskiin
ħirfit	ħallimit
hiyya ħarfa	báħatu
gibt	ħabbeena
safidna	gaabu

B. Verbs: /rama/-type.

/rama/ (i) 'throw'			/miši/ (i) 'go, walk'		
rama	3 m.	yirmi	miši	3 m.	yimši
ramit	3 f.	tirmi	mišyit	3 f.	timši
ramu	3 p.	yirmu	mišyu	3 p.	yimšu
rameet	2 m.	tirmi	mišeet	2 m.	timši
rameeti	2 f.	tirmi	mišeeti	2 f.	timši
rameetu	2 p.	tirmu	mišeetu	2 p.	timšu
rameet	1 s.	?armi	mišeet	1 s.	?amši
rameena	1 p.	nirmi	mišeena	1 p.	nimši

N12.2 /rama/-type verbs (like /ħabb/) have three stems: CVCV for 3rd pers. perfect, CVCee for 1st and 2nd perfect, and CCV for imperfect forms. Note that 2 m. and 2 f. imperfect forms are identical. In /rama/-type verbs with CiCi 3 m. forms, the final /i/ changes to /y/ before /-it/ and /-u/. These verbs also have CiCii or CiCee stems for 1st and 2nd perfect forms.

The imperatives are: /irmi/ (m. and f.), and /irmu/.

The participles are: active /raami/, /ramya/, and /ramyiin/; and passive /marmi/, /marmiyya/, and /marmiyyiin/.

## DRILLS

### LIST 12.1

rama (i)	throw	kawa (i)	iron
bara (i)	sharpen	<u>mada</u> (i)	sign
ħaka (i)	tell (a story)	bana (i)	build
giri (i)	run	baka (i)	weep, cry
miši (i)	walk	<u>tafa</u> (i)	turn off, extinguish

12.6 T: giri. humma.

S: giryu.

T: inta.

S: gireet.

Continue with other persons, using the following:

kawa-1<sup>7</sup>amiis.

bara-1<sup>7</sup>alam.

mada-1gawaab.

ħaka-1ħikaaya.

bana-1beet.

miši talat saħħaat.

baka saħħteen.

rama-1<sup>7</sup>awraa<sup>7</sup> wi giri.

tafa-nnuur da.

darab-ilħumaar.

12.7 T: giri. humma.

S: ħayigru.

T: inta.

S: ħatigri.

Continue with other persons, using the sentences in drill 12.6.

12.8 T: rama-1kitaab. humma.

S: lee maramuuš-ilkitaab. laazim yirmuu.

T: inta.

S: lee maramitš-ilkitaab. laazim tirmii.

Continue with other persons, using the sentences in drill 12.6.

12.9 T: rama-1<sup>i</sup>?awraa?

S<sub>1</sub>: lee mabtirmiiš-il<sup>i</sup>?awraa?. irmihum.

S<sub>2</sub>: lee mabtirmiiš-il<sup>i</sup>?awraa?. irmihum.

S<sub>3</sub>: lee mabtirmuuš-il<sup>i</sup>?awraa?. irmuuhum.

Continue, using the sentences in drill 12.6.

12.10 T: katab gawaab.

S: ſali kaatib gawaab.

ilgawaab maktuub.

Continue with the following:

ħall<sup>i</sup> mas<sup>i</sup>?alteen.

ħatt<sup>i</sup> šantitu ſa-lkursi.

ſadd<sup>i</sup>-fluusu.

simiſ-issoot.

kabb<sup>i</sup> ?ahwa ſa-lkitaab.

sadd-ittarii?.

rama-1wára?a.

kawa-1<sup>i</sup>?amiseen.

bara-1<sup>i</sup>alam.

mada-1gawaab.

fataħ-ilſilba.

tafa-nnuur.

kasar-il<sup>i</sup>alam.

darab-ilħumaar.

C. Numerals before nouns: 11 and up.

dool xamas kutub gudaad.

These are five new books.

dool ħidaašar kitaab gudaad.

These are eleven new books.

dool miit kitaab gudaad.

These are one hundred new books.

dool-ilxamas kutub-ilgudaad.

These are the five new books.

dool-ilħidaašar kitaab-ilgudaad.

These are the eleven new books.

dool-ilmiit kitaab-ilgudaad.

These are the hundred new books.

N12.3 The numerals eleven and up (except /miyya/ which is /miit/ before nouns) have only one form (cf. Table 6.2). The same form is used before nouns as is used in counting. Note that the s. form of nouns is used after these numerals: /xamas kutub/, /ſašar kutub/, but /ħidaašar kitaab/, /itnaašar kitaab/, etc., and that in numeral + noun + adjective phrases the p. form of adjectives is used (cf. N6.10).

**DRILLS**

**12.11 Sumraha xamas tiyyaam.** Substitute:

12 days	2 months	7 years
3 weeks	9 years	25 days
13 weeks	3 years	45 years
5 months	22 years	20 weeks
15 months	2 years	23 months

**12.12 baaſu talat kutub.** Substitute:

20 pencils	14 hats	16 watches
6 dresses	25 handkerchiefs	5 suits
12 shirts	50 cars	10 pairs of trousers
9 bags	100 tickets	100 chairs
15 pairs of shoes	9 tables	10 boxes

**12.13 fii sabāf sittaat fi-lmaktaba.** Substitute:

5 men	3 professors	15 professors
16 men	14 girls	5 women
10 boys	10 students	100 students
5 friends	6 teachers	3 men
12 students	16 boys	12 girls

**12.14 ilfišriin kitaab dool bituſhum.** Substitute:

xamsa	<u>xamastaasār</u>	sitta
šanta	tisfa	kursi
itnaašar	'alam	miyya
sabfa	fārabiyya	sabfa
mandiil	<u>sittaašar</u>	wára'a

D. /huwwa/ as question word.

inta šayfu.	You see him.
inta šayfu?	Can you see him?
huwwa-nta šayfu?	Can you see him?
inti <u>masriyya</u> .	You are Egyptian.
inti <u>masriyya</u> ?	Are you Egyptian?
huwwa-nti <u>masriyya</u> ?	Are you Egyptian?

iñna <u>rayhiin</u> dilwa?ti.	We are going now.
iñna <u>rayhiin</u> dilwa?ti?	Are we going now?
huwwa-iñna <u>rayhiin</u> diiwa?ti?	Are we going now?

N12.4 Questions may be formed from statements with 1st or 2nd pers. free pronouns as subjects by placing /huwwa/ before the subject, m. or f., s. or p. (cf. N6.8).

#### DRILLS

12.15 T: huwwa-nta šayfu? inti.  
S: huwwa-nti šayfaa?

Continue with 2nd and 1st pers. free pronouns, using the following:

inta <u>masri</u> .	raddeet ſalee.
iñna <u>rayhiin</u> .	<u>madeet-ilgawaab</u> .
inta miš ſaarif.	<u>tafeet-innuur</u> .

#### SUPPLEMENTARY DRILLS

12.16 Answer the following questions in Arabic:

kam šahr<sup>i</sup> fi-ssana.  
kam šahr<sup>i</sup> min yanaayir li sibtimbir.  
kam šahr<sup>i</sup> min ?abriil li ?axr-issana.  
kam yoom fi-1?usbuu?.  
mi-lñadd<sup>i</sup> li-lgumfa kam yoom,  
kam yoom fi-ssana.  
kam ?usbuu? fi-ssana.  
kam ?usbuu? fi-šsahr.  
kam yoom fi šahr<sup>i</sup> maaris.  
wi-f šahr<sup>i</sup> fibraayir,

12.17 T: raañ li wañdu. hiyya.

S: raañit li wañdaha.

T: iñna.

S: ruñna-1 wañdina.

Continue with other persons, using the following:

miši-šwayya-w lamma tiñib, rikib ñumaar.

ñadd-ittanyiin fa la?ahum tisña.

?aal fi nafsu.

12.18 ?áñadu-hnaak xamas ?agabiiñ. Substitute:

10 hours	11 months	20 minutes
15 hours	3 years	10 days
21 days	15 weeks	5 minutes
3 months	17 years	9 hours
7 days	8 weeks	24 hours

## LESSON 13

iddars-ittalattaašar

Conversation

## THE FARMER AND HIS DONKEY

1. marra waañid ?afandi fi-1?aryaaf  
šaaf fallaañ biyidrab ñumaaru-b  
?asaawa.
2. fa ?arrab minnu-w ?allu.
3. inta-btidrab-iñmaar da kida  
lee,
4. miš ñaraam ſaleek?
5. ?aam-ilfallaañ ?aal, w-inta  
maalak.
6. ?aam-il?afandi kabbar-ilmas?ala,
7. wi nadah ſaskari-lbuliis,
8. wi xadu-l fallaañ li-lkarakoon.
9. ?aam-ilmiñaawin ?allu.
10. inta bitšayyil-ilñumaar bitaañak  
kitiir,
11. wi tidrabu kamaan?
12. laazim nidaffañak mixalfa wi  
-n?addibak,
13. ſalašaan matidrabuuš taani bi  
-ššakl<sup>i</sup> da.
14. fa-lfallaañ dafañ-ilmixalfa,
15. wi bass<sup>i</sup> li-ñumaaru-w kallimu-w  
?aal.
16. kullu-lha??<sup>i</sup> ſaleek.
- Once there was an effendi in the country who saw a farmer beating his donkey very hard.
- He approached him and said, "Why are you beating this donkey this way?"
- Have you no pity?"
- Whereupon the farmer said, "It's none of your business."
- Then the effendi made a big fuss (enlarged the problem)
- and called the police.
- And they took the farmer to the police station.
- There the officer said to him, "You overload your donkey,
- and you beat him as well?"
- We must make you pay a fine and punish you,
- so that you will not beat him again this way."
- Then the farmer paid the fine, looked at his donkey, and said,
- "It's all your fault."

17. lee maxabbartiniis<sup>i</sup>-inn<sup>i</sup> lak  
?araayib hina,  
 Why did you not inform me you have  
 kinfolk here,
18. yiñibbuuk wi-yxaafu ḥaleek, wi  
 -yhaamu ḥannak.  
 who like you and are concerned  
 about you and defend you?
19. lee matkallimhum<sup>i</sup> wi-t'uul,  
 Why don't you speak to them and say,
20. kattar xirkum ya-xwaati.  
 'Many thanks, my brothers'?"

### Grammar

#### A. Comparison of adjectives.

ilwalad da <u>tawiil</u> .	This boy is tall.
ilbint <sup>i</sup> di <u>tawiila</u> .	This girl is tall.
ilkitaab da γaali.	This book is expensive.
il'awlaad dool <u>tuwaal</u> .	These boys are tall.
ilbanaat dool <u>tuwaal</u> .	These girls are tall.
ilwalad da <u>?atwal</u> min dukha.	This boy is taller than that one.
ilbint <sup>i</sup> di <u>?atwal</u> min dikha.	This girl is taller than that one.
ilkutub dool <u>?ayla</u> min dukham.	These books are more expensive than those.

N13.1 The comparative form of most adjectives is ?aCCaC: /kibiir/, /?akbar/; /sahl/, /?ashal/; /suyayyar/, /?asyar/.

Adjectives with the last two consonants identical have the comparative form ?aCaCC: /gidiid/, /?agadd/, /muhimm/, /?ahamm/.

Adjectives ending in /w/ or V have the comparative form ?aCCa: /ñilw/ 'sweet', /?añla/; /γaali/, /?ayla/.

A few adjectives have no comparative form; their use in comparative (and superlative) constructions will be taken up later.

The adjective /kwayyis/ has the comparative form /?añsan/.

Note that the comparative form of the adjective is not inflected for gender or number, and that it is followed by /min/. In comparative constructions, a different form of the demonstrative may be used: /dukha/ (m), /dikha/ (f), and /dukham/ (p), rather than /da/, /di/, and /dool/.

## DRILLS

LIST 13.1 Adjectives

wiñis	ugly
waasiñ	wide, spacious
?urayyib	near
faa'il	wise
biñiid	far
zariif	nice, pleasant
faali	high
γani	rich
ñilw	sweet, beautiful

13.1 issaañā di ?ayla min dikha. Substitute:

gamiil	gidiid
wiñis	ñilw
rixiis	faali
kibiir	kwayyis
xafiif	yaali

13.2 il?awlaad dool ?anbah min dukham. Substitute:

šaatir	kwayyis	faadi
suyayyar	kibiir	gidiid
latiif	tawiil	zariif
?usayyar	?urayyib	faa'il

13.3 il?awlaad dool nūbaha, laakin dukham ?anbah.

Continue, using the adjectives in drill 13.2.

13.4 ilkitaab da yaali, laakin dukha ?ayla. Substitute:

sahl	gidiid	yaali	kwayyis	?adiim
saf	muhimm	rixiiis	kibiir	xafiif

13.5 fali nabiih sañiiñ, laakin mustafa ?anbah minnu.

Continue, using the adjectives in drill 13.2.

13.6 Repeat drill 13.5 using /?amiira/ instead of /fali/.

13.7 masr<sup>i</sup> 'akbar min-iskindiriyya. Substitute:

<u>muhimm</u>	<u>?urayyib</u>	kwayyis
<u>waisif</u>	<u>?adiim</u>	yani
<u>ñilw</u>	<u>rixiis</u>	kibiir
<u>biiid</u>	<u>yaali</u>	faali
<u>gamiil</u>	<u>suyayyar</u>	wiñis

B. Verbs: more /rama/-type.

<u>/mala/ (a) 'fill'</u>			<u>/nisi/ (a) 'forget'</u>		
mala	3 m.	yimla	nisi	3 m.	yinsa
malit	3 f.	timla	nisyit	3 f.	tinsa
malu	3 p.	yimlu	nisyu	3 p.	yinsu
maleet	2 m.	timla	niseet	2 m.	tinsa
maleetti	2 f.	timli	niseeti	2 f.	tinsi
maleetu	2 p.	timlu	niseetu	2 p.	tinsu
maleet	1 s.	?amla	niseet	1 s.	?ansa
maleena	1 p.	nimla	niseena	1 p.	ninsa

N13.2 /rama/-type verbs in Lesson 12.B all belong to the /i/ class.

Other verbs of the same type belong to the /a/ class. Like /miši/, /nisi/ shows the change of final /i/ to /y/ before /-it/ and /-u/, and the 1st and 2nd perfect forms are either /niseet/ or /nisiiit/, etc.

The imperatives are: /imla/, /imli/, and /imlu/.

The participles are: active /maali/, /malya/, and /malyiin/; and passive /mamli/, /mamliyya/, and /mamliyyiin/.

#### DRILLS

LIST 13.2 Verbs

mala (a) fill, wind	nisi (a)	forget
la?a (a) find	ridi (a) bi	accept
?ara (a) read	diri (a) bi	become aware of
	difi (a)	become warm
	siñi (a)	wake up

- 13.8 T: mala-ssaañña. inta.  
 S: maleet-issaña.  
 T: humma.  
 S: malu-ssaañña.

Continue with other persons, using the following:

?ara-ddars.	daxal-iññooda-w difi.
diri bi-lñikaaya.	naam badri-w siññi waxri.
giri-w la?a ?abuu.	fatañ-ilgawaab wi ?araa.

- 13.9 T: mala-ssaañña. inta.  
 S: ñatimla-ssaañña.  
 T: humma.  
 S: ñayimlu-ssaañña.

Continue with other persons, using the sentences in drill 13.8.

- 13.10 T: mala-ssaañña.  
 S<sub>1</sub>: imla-ssaañña.  
 S<sub>2</sub>: imli-ssaañña.  
 S<sub>3</sub>: imlu-ssaañña.

Continue with the sentences in drill 13.8.

- 13.11 T: kawa-1?amiis. humma.  
 S: lee makawuuš-il?amiis. laazim yikwuu.  
 T: inti.  
 S: lee makawitiis-il?amiis. laazim tikwii.

Continue with other persons, using the following:

ñadd-ilñimiir.	saññid ?abuu.
?ara-ssatr.	ñirb-iddawa.
gaab-ilkutub.	ñalab-innimra.
faat ñala sañbu.	?alañ sañtu.
kammil-ilgumla.	ñaka-lñikaaya.
ñafa-nnuur.	la?a ñantitu.
ñall-ilmas?ala.	nisi-lñikayceen.

C. Negation of verbs with bound objects.

šafuuki.	They saw you.	mašafukiiš.
šaafik.	He saw you.	mašafkiiš.
šaafak.	He saw you.	mašafaks.
šafuu.	They saw him.	mašafuhuš.
nisi.	They forgot him.	mansihuš.
ramaa.	They threw it.	maramahuš.
kallimhum.	He spoke to them.	makallimhumš.
kallimni.	He spoke to me.	makallimniiš.

N13.3 Like verbs without (bound) objects (N10.3), verbs with bound objects form the negative by affixing /ma- -š/. Note that in the negative, 2 f. objects always have the form /-ki/, and 3 m. objects the form /-hu/ (cf. N12.1). These final vowels, like all final vowels, are lengthened before the suffix /-š/. Imperfect forms with /ňa-/ and bound objects use /miš/ before the verb, and the forms of the bound objects show no change.

DRILLS

13.12 T: kawa-1amiis?

S: aywa, kawaa. la?, makawahuuš.

Continue with the sentences in drill 13.11.

13.13 T: kawa-1amiis. humma.

S: kawu-1amiis walla makawuhuuš,

T: inti.

S: kaweeti-1amiis walla makawitihuš,

Continue with other subjects, using the sentences in drill 13.11.

13.14 T: kawa-1amiis. humma.

S: biyikwu-1amiis? la?, mabyikwuhuuš.

T: inti.

S: bitikwi-1amiis? la?, mabtikwihuuš.

Continue with other subjects, using the sentences in drill 13.11.

13.15 T: simiš.

S<sub>1</sub>: simiñnaak. masmiñnakš.

S<sub>2</sub>: simiñnaaki. masmiñnakiis.

S<sub>3</sub>: simiñnaa. masmiñnahuuš.

Continue, using the following:

la'a	saañid
nisi	miskit
šaaf	biyiñraf
biyñibb	biyinsa
ħaykallim	'aabíl

13.16 T: simfu. iħna.

S: simfuuna walla masimfunaaš,

T: inti.

S: simfuuki walla masimfukiiš,

Continue with other persons as objects, using the verbs in drill 13.15.

N13.4 Roots and vowel patterns. With few exceptions (e.g. prepositions, pronouns, coordinators), Arabic words consist of roots and vowel patterns. A root is a sequence of two, three or four consonants. The root carries the basic lexical meaning of the word. A vowel pattern is an arrangement of one or more vowels, which is combined with a root. Various vowel patterns may be combined with the same root, modifying the basic meaning and resulting in a variety of related words. Thus the root /ktb/ meaning 'writing' occurs with various vowel patterns, some of which are:

-a-a-	katab, kátabit, etc.
--i-	-ktib (as in) iktib, yiktib
-aa-i-	kaatib 'clerk'
-a-a-a	kátaba 'clerks'
-i-aa-	kitaab
-u-u-	kutub
-i-aa-a	kitaaba 'action of writing'

In addition to roots and vowel patterns, words may also have affixes. An affix may be a prefix like /yi-/ '3 pers. subject' as in /yiktib, yifham/, or /ma-/ 'place characterized by the action' as in /maktab/.

It may also be a suffix like /-u/ 'plural' as in /iktibu, yiktibu/, or /-iin/ 'plural' as in /katbiin, sahliin/. Or it may be both like /ma- -š/ 'negation' as in /makatabš, mayifhamš/.

The great majority of roots are triconsonantal, like /ktb/ and /fhm/. A few are biconsonantal, like /bk/ in /baka/, or quadri-consonantal, like /trgm/ in /targim/.

When one of the root consonants is /y/ or /w/, it may appear in some words or forms of a word, and not in others. Thus the root is /mšy/ in /miši/ and /mašy/ 'a walk', or /šyl/ in /šaal/ and /šayyil/, or /xwf/ in /xaaf/ and /xawwif/ 'he frightened'.

#### SUPPLEMENTARY DRILLS

13.17 yalla biina nišrab. Substitute:

'alaʃ	<u>bass</u>	zaakir	?aam
daxal	<u>taar</u>	libis	nizil
miši	<u>raaḥ</u>	giri	saafir
siḥi	kammil	naam	rigeʃ

13.18 T: ?arrab minnu. hiyya.

S: ?arrab minha.

T: iħna.

S: ?arrab minna.

Continue with other pronouns, using the following:

<u>ridi</u> bii.	<u>ħaraam</u> falee.
biyxaaf falee.	biyxaaf minnu.
naam fandu.	diri bii.
wi'if gambu.	šaafu maħaaya.
ilħa??i falee.	biyħaami fannu.

13.19 šaaf fallaaḥ biyidrab ħumaaru.

Substitute for /fallaaḥ biyidrab ħumaaru/:

a student reading	a student studying
a girl weeping	a policeman looking at him
people running	a professor explaining the lesson
a woman knocking at the door	my brother driving a car
a farmer selling his donkey	a student drinking coffee

## LESSON 14

iddars-il<sup>i</sup>?arba<sup>i</sup>taa<sup>i</sup>sarConversation

## CAIRO UNIVERSITY

1. kam gamfa-f masr. How many universities are there in Egypt?
2. fii-f masr<sup>i</sup> xamas gamfaat ḥukumiyya. There are five state universities,
3. wi gamfa xassa waḥda. and one private university.
4. aani akbar gamfa fiihum. Which is the largest university of them?
5. gamfit-ilqahira akbar wi 'ahamm<sup>i</sup> waḥda fiihum, Cairo University is the largest and the most important one of them,
6. wi min akbar-ilgamfaat fi-l'aalam. and one of the largest universities in the world.
7. fadad talabitna ḥawaali 'arbiyyin 'alf. The number of its students is about forty thousand.
8. wi fiiha fadad kibiir min -ilkulliyyaat, It has a large number of colleges,
9. zayy<sup>i</sup> kulliyyaat-il'adaab wi -ttigaara wi-lḥu'u<sup>i</sup>, like the Colleges of Arts, Business Administration, and Law,
10. wi kulliyyaat-ittibb<sup>i</sup> wi-lhandasa wi-lfūlūum. and the Colleges of Medicine, Engineering, and Science.
11. humma kull-ittálaba fiiha masriyyiin? Are all of the students (in it) Egyptians?
12. muṣzamhum masriyyiin. Most of them are Egyptians.
13. laakin fii tálaba-ktiir min -ilbilaad-il'arabiyya wi -l'ifrīqiyya. However, there are many students from the Arab and African countries.
14. wi-l'asadza? And the professors?
15. kull-il'asadza ta'riiban masriyyiin. Almost all of the professors are Egyptians;

16. wi mu<sup>f</sup>zamhum xadu daragaat filmiyya min barra. most of them have advanced degrees from abroad,
17. wi luhum ?abhaas filmiyya wasfa. and have done extensive research.
18. imta-t<sup>?</sup>assasit gamfit-ilgahira. When was Cairo University founded?
19. sanit xamsa-w fišriin. In 1925,
20. wi kaan-ismaha-lgamfa-lmasriyya. and its name was the Egyptian University.
21. wi ba<sup>f</sup>deen sammuha gamfit fu'aad -il<sup>?</sup>awwil. Later it was called Fuad I University.
22. fi sanit talaata-w xamsiin ba<sup>f</sup>it gamfit-ilgahira. In 1953 it became Cairo University.

### Grammar

#### A. Comparison of adjectives: the superlative.

ilgamfa di <sup>i</sup>?ahamm<sup>i</sup> gamfa fi-ššar?. This university is the most important in the Middle East.

ilgamfa di <sup>i</sup>?ahamm<sup>i</sup> wañda fiihum. This university is the most important one of them.

ilgamfa di min <sup>i</sup>?ahamm<sup>i</sup> gamfaat -ilfaalam. This university is one of the most important universities in the world.

ilgamfa di <sup>i</sup>?ahammuhum. This university is the most important of them.

ilgamfa di-<sup>i</sup>l<sup>?</sup>ahamm<sup>i</sup> fiihum. This university is the most important of them.

N14.1 The adjective does not have a superlative form, and in superlative constructions, the comparative form of the adjective (N13.1) is used.

The three most commonly used superlative constructions are:

- (1) comparative + s. and indefinite noun (or noun phrase) or numeral
- (2) (min) + comparative + p. and definite noun (or noun phrase) or numeral
- (3) article + comparative.

All three constructions may be followed by a prepositional phrase, most

commonly with /fi/. /min/ at the beginning of the second construction is optional.

#### DRILLS

In drills 14.1-5, use as substitution items the adjectives in drill 13.7.

14.1 ?asyuut 'ahamm<sup>i</sup> balad fi-ssafiid. Substitute.

14.2 ilbilaad dool muhimmiin, laakin masr<sup>i</sup> 'ahammuhum. Substitute.

14.3 ilbilaad dool muhimmiin, laakin masr<sup>i</sup> 'ahamm<sup>i</sup> wañda fiihum. Substitute.

14.4 ilbilaad dool muhimmiin, laakin masr<sup>i</sup>-l' 'ahamm<sup>i</sup> fiihum. Substitute.

14.5 iskindiriyya min 'ahamm<sup>i</sup>-blaad-iddunya. Substitute.

In drills 14.6-8, use as substitution items the adjectives in drill 13.2.

14.6 ʕali 'anbah tilmiz fi-lfasl. Substitute.

14.7 il'awlaad dool núbaha, innama ʕali 'anbah waañid fiihum. Substitute.

14.8 intu núbaha, laakin 'amiira-w zeenab 'anbah-itneen fiikum. Substitute.

14.9 T: ?uxtak bint<sup>i</sup> gamiila.  
S: ?uxtak min 'agmal-ilbanaat.

Continue with the following:

di luγa sahla.	di kilma <u>zariifa</u> .
añmad <u>taalib latiif</u> .	da fustaan <u>gamiil</u> .
<u>'axuuki raagil kuwayyis</u> .	di <u>ʕarabiyya ɣalya</u> .
di-ñkaaya ɣariiba.	da <u>raagil ʕaa'il</u> .
di gamfa-kbiira.	da yoom ñilw.
di <u>tayyaara sariifa</u> .	<u>sañbiti sitt<sup>i</sup></u> <u>ɣaniyya</u> .
da dawa ɣaali.	di <u>?ooda wasfa</u> .

4 10 T: ?uxtak bint<sup>i</sup> gamiila.  
S: ?uxtak 'agmal bint<sup>i</sup> fi-ddunya.

Continue with the sentences in drill 14.9.

B. Verbs: /naada/- and /yanna/-types.

	/naada/ (a) 'call'		/yanna/ (a) 'sing'
naada	3 m. yinaadi	yanna	3 m. yiyanne
naadit	3 f. tinaadi	yannit	3 f. tiyanne
naadu	3 p. yinaadu	yannu	3 p. yiyanne
nadeet	2 m. tinaadi	yanneet	2 m. tiyanne
nadeeti	2 f. tinaadi	yanneeti	2 f. tiyanne
nadeetu	2 p. tinaadu	yanneetu	2 p. tiyanne
nadeet	1 s. ?anaadi	yanneet	1 s. ?ayanni
nadeena	1 p. ninaadi	yanneena	1 p. niyanne

N14.2 All /naada/-type verbs have CVVCV stems, CaaCa or CaCee in the perfect and CaaCi in the imperfect, and belong to the /a/ class. (Note that this classification is in terms of the first vowel, since if the imperfect stem has two vowels, the second is always /i/.)

The imperatives are: /naadi/ (m. and f.), and /naadu/ (p). /naada/-type verbs have only one participle: /minaadi/, /minadya/, and /minadyiin/.

N14.3 All /yanna/-type verbs have CVCCV stems, CaCCa or CaCCee in the perfect and CaCCI in the imperfect, and belong to the /a/ class.

The imperatives are: /yanni/ (m. and f.) and /yannu/ (p).

Again there is only one participle: /miyanni/, /miyanniya/, and /miyanniyiin/.

#### DRILLS

LIST 14.1      Verbs

salla (a)	pray	naada (a)	call
fadda (a)	cross over	daawa (a)	treat
na??a (a)	choose	saawa (a)	arrange
sañña (a)	wake someone up	ñaaama (a) ñan	defend
fadda (a)	empty		
wadda (a)	take		
yanna (a)	sing		

- 14.11 T: salla fi-lbeet. hiyya.  
 S: sallit fi-lbeet.  
 T: inti.  
 S: salleeti fi-lbeet.

Continue with other persons, using the following:

fadda- <u>t</u> tarii?	ħaama fan <u>s</u> aħbu.
na? <sup>2</sup> a-1 <sup>1</sup> ?amiis- <u>i</u> l <sup>2</sup> ?abyad.	γanna-ssaaħa tisħfa.
<u>s</u> aħħa ?axuu badri.	naada <u>s</u> aħbu.
<u>f</u> adda- <u>d</u> durg.	saawa-1 <sup>1</sup> ?ooda.
wadda-1 <sup>1</sup> ?arabiyya fa-1 <u>g</u> araaž.	daawa-1 <sup>1</sup> ?ayyaniin.

- 14.12 T: salla fi-lbeet. hiyya.  
 S: ħatsalli fi-lbeet.  
 T: inti.  
 S: ħatsalli fi-lbeet.

Continue with other persons, using the sentences in drill 14.11.

- 14.13 T: salla fi-lbeet.  
 S<sub>1</sub>: salli fi-lbeet.  
 S<sub>2</sub>: salli fi-lbeet.  
 S<sub>3</sub>: sallu fi-lbeet.  
 Continue, using the sentences in drill 14.11.

### C. Negation of imperatives.

iktib.	Write.	matiktibš.	Don't write.
iktibi.		matiktibiiš.	
iktibu.		matkitibuuš.	

- N14.4 The negative of imperatives is the same as the negative of the 2nd pers. imperfect.

DRILLS

14.14 T: katab.

- S<sub>1</sub>: iktib. matiktibš.  
 S<sub>2</sub>: iktibi. matiktibiš.  
 S<sub>3</sub>: iktibu. matiktibuuš.

Continue with the following:

yanna	baka	<u>raañ</u>
fadda	radd	<u>fassar</u>
<u>?ara</u>	giri	ħaawil
nisi	<u>bass</u>	?aam
miši	xaaf	libis
yaab	saafir	daxal
<u>xarag</u>	nizil	?alañ

14.15 T: nisi. ana.

- S: insaani. matinsaniiš.  
 T: humma.  
 S: insaahum. matinsahumš.

Continue with 1st and 3rd pers. pronouns as objects using the following:

<u>sañħa</u>	naada
dall	<u>darab</u>
gaab	?aabil
wadda	misił
kallim	<u>talab</u>
sa'äl	saab

14.16 T: nisi. ana.

- S: lee-nsitiini. matinsiniiš taani.  
 T: saafid.  
 S: lee safittiini. matsafidiniiš taani.

Continue with 3 m. and 3 f. pronouns as objects, using the verbs in drill 14.15.

N14.5 Verb derivation. Verb stems are either simple or derived. All verbs of the /katab/, /šaaf/, /ħabb/, and /rama/-types have simple stems and consist only of a root and vowel pattern.

Derived verb stems are obtained from simple verb stems either by internal modification (infixation) or by prefixation. Derivation by prefixation will be discussed in Lessons 19, 20, and 26.

The most common (productive) type of internal modification is doubling of the second consonant of the root: simple CVCV(C) becomes derived CVCCV(C). /kallim/-type verbs (except those with quadri-consonantal roots like /targim/) and /yanna/-type verbs show this derivation. Such derived verbs are usually transitive and often causative in meaning; e.g.

katab	'he wrote'	kattib	'he made someone write'
fihim	'he understood'	fahhim	'he made someone understand'
libis	'he got dressed'	labbis	'he dressed someone'
xarag	'he went out'	xarrag	'he made someone go out'
fidi	'it became empty'	fadda	'he emptied'
siħi	'he woke up.'	saħħa	'he awakened someone'
šaal	'he carried'	šayyil	'he made someone carry'
xaaf	'he was afraid'	xawwif	'he frightened'
ħabb	'he loved/liked'	ħabbib	'he endeared himself to'

or intensive in meaning; e.g.

?afal	'he closed/locked'	?affil	'he closed/locked securely'
kasar	'he broke'	kassar	'he smashed'
rama	'he threw'	ramma	'he scattered'

Another type of internal modification is infixing /aa/ after the first consonant of the root: simple CVCV(C) becomes derived CaaCV(C). /zaakir/ and /naada/-type verbs show this type of derivation.

liġib	'he played'	laaġib	'he amused someone'
famal	'he made'	faamil	'he dealt with someone'
zakar	'he mentioned'	zaakir	'he studied'
?ibil	'he accepted'	?aabil	'he met'
ħama	'he shielded'	ħaama	'he defended someone'

A third type of internal modification will be discussed in Lesson 23.

There are verbs with simple stems with no corresponding derived stems. Thus there is no /kallim/ or /zaakir/-type corresponding to /baṣat/ 'he sent'. There are also verbs with derived stems and no corresponding simple stems. Thus there is no /katab/-type corresponding to the verbs /kallim/ 'he spoke to' and /saafir/ 'he traveled'.

#### SUPPLEMENTARY DRILLS

14.17 *gamfit-ilqahira ?akbar gamfa fi-ṣṣar?*. Substitute:

important	young
near	old
good	big
rich	new
beautiful	expensive

14.18 *gamfit-ilqahira min ?akbar-ilgamfaat fi-lfaalam.*

Substitute, using the adjectives in drill 14.17.

14.19 *fadad talabitha ?arbiin ?alf.* Substitute:

27,500	3,650
30,000	590
8,700	45,000
10,900	15,400

14.20 *it?assasit sanit ?alf, tusfu miyya xamsa-w fiṣriin.* Substitute:

1964	1860
1932	1779
1909	1611
1918	1692
1888	1873

14.21 *fumraha ?aktar min ?alf<sup>i</sup> sana.* Substitute:

110 years	5 months
500 years	3 years
750 years	13 years
75 years	90 years
9 years	200 years

Conversation

## FOREIGN LANGUAGES

1. bitiřraf kam luya,  
How many languages do you know?
2. bařraf-ingiliizi bass, wi ſaawiz  
'atſallim ſáribi.  
I know only English and want to  
learn Arabic.
3. darast<sup>i</sup> latiini-w faransaawi  
fi-lmadrasa-ssanawiyya,  
I studied Latin and French in  
High School,
4. laakin nisithum xaalis.  
but I have completely forgotten  
them.
5. muřzam-innaas fi 'amriika  
mabyiřraſuuš luyaat 'agnabiyya.  
Most people in America do not  
know foreign languages.
6. innama-f masr<sup>i</sup> kúll-ilmitſallimiin  
biyiřraſu luya 'aw luyateen,  
In Egypt, however, all educated  
people know one or two (foreign)  
languages,
7. ſalašaan-ittařliim-ilfaali ſaawiz  
luyaat 'agnabiyya.  
because higher education requires  
foreign languages.
8. fa-lmuňadraat fi bařd-ilkulliyyaat  
bi-lluya-1'ingili:yya.  
The lectures in some colleges are  
in English,
9. wi tabřan, muřzam-ilmaraagif  
bi-1'ingiliizi.  
and, of course, most reference  
books are in English.
10. wi-lřukuma ſammaala tiddi tálabá  
-ktiir minař li-ddiraasa-f  
'amriika.  
Also, the government (continually)  
gives many students fellowships  
to study in America.
11. ittálabá dool laazim yiřraſu-lluya  
-1'ingiliziyya-kwayyis,  
These students must know English  
well,
12. ſalašaan yistařmiluuha fi-lbařis<sup>i</sup>  
wi-ddiraasa.  
so as to use it in their research  
and studies.
13. imta-ttálabá-f masr<sup>i</sup>-byibtidu  
dirast-illuyaat-il'agnabiyya.  
When do students in Egypt start  
learning foreign languages?

14. fi madars-ilñukuuma-byibtidu-f  
sana ?uula ?iñdaadi. In the public schools they start the first year in Junior High,
15. wi-byáxdu luya ?agnabiyya tanya-f  
sana ?uula sánawi. and take a second foreign language the first year in Senior High.
16. innama fi-lmadaks-ilxassa wi  
-1?agnabiyya, biyibtidu-f sana  
?uula~btidaa?i. In private and in foreign schools, however, they start in the first grade.
17. aani ?ahamm<sup>i</sup> luya ?agnabiyya-f  
masr. Which is the most important foreign language in Egypt?
18. zamaan nufuuz faransa kaan waasi?, At one time, France used to have extensive influence,
19. wi-lluya-1faransiyya kaanit  
muhimma giddan. and French was very important.
20. dilwa?ti-1?ingiliizi ?ahamm<sup>i</sup> bi  
-ktiir. Today English is more important by far.

### Grammar

#### A. The modals /fawwiz/, /naawi/, and /fammaal/.

fawwiz ?asaafir.	I want to travel.
fawza-tsaafri.	You want to travel.
fawziin nisaafir.	We want to travel.
naawi tirgaʃ.	You intend to return.
nawya ?argaʃ.	I intend to return.
nawyin yirgaʃu.	They intend to return.
fammaal yizaakir.	He studies all the time.
fammaala-dzaakir.	She studies all the time.
fammaliin tizakru	You study all the time.

N15.1 In the verb phrases /fawwiz/, /naawi/, or /fammaal/ + verb, only the imperfect forms of the verb are used. These modals have m., f., and p. forms and agree in gender or number with the subject of the verb. Free subjects, if used, precede the modal.

To negate verb phrases with modals, /miʃ/ is used before the modal.

15.1 T: saafir. humma.

S: ŋawziin yisafru.

T: ana.

S: ŋaawiz 'asaafir.

ŋawza 'asaafir.

Continue with other persons, using the following:

nisi                  raañ

bass                nizil

giri                širib

naam                'afad

firif               fadda

15.2 T: saafir. humma.

S: miš ŋawziin yisafru.

T: ana.

S: miš ŋaawiz 'asaafir.

miš ŋawza 'asaafir.

Continue with the verbs in drill 15.1.

15.3 T: xarag.

S: maxaragtis, laakin naawi 'axrug.

maxaragtis, laakin nawya 'axrug.

T: rigiʃ

S: margiftis, laakin naawi 'argaʃ.

margiftis, laakin nawya 'argaʃ.

Continue with the following:

miši.                sahhaa

la'aa.               'araaha.

'abilha.            baʃhum

radd<sup>i</sup> ŋaleehum.    sihir

faat ŋaleeha.      darris.

15.4 Repeat drill 15.3 with 1 p., then 3 f. subjects.

15.5 T: xarag.

S: maxaraguus, wi miš nawyiin yuxrugu.

T: rigiʃ.

S: marigfuuš, wi miš nawyiin yirgaʃu.

Continue, using the sentences in drill 15.3.

15.6 Repeat drill 15.5 with 2 f. then 3 m. subjects.

15.7 T: γanna. hiyya.

S: ʕammaala-tγanni.

T: iħna.

S: ʕammaliin niγanni.

Continue with other persons, using the following:

zaakir.	ʕadd-ilfiluus.
libis.	katab gawaab.
salla.	kallim-innaazir.
?ara.	naada.
kawa.	giri.

#### B. Irregular verbs.

/kal/ (ir) 'eat'			/idda/ (ir) 'give'		
kal	3 m.	yaakul	idda	3 m.	yiddi
kalit	3 f.	taakul	iddit	3 f.	tiddi
kalu	3 p.	yaklu	iddu	3 p.	yiddu
kalt	2 m.	taakul	iddeet	2 m.	tiddi
kalti	2 f.	takli	iddeeti	2 f.	tiddi
kaltu	2 p.	taklu	iddeetu	2 p.	tiddu
kalt	1 s.	?aakul	iddeet	1 s.	?addi
kalna	1 p.	naakul	iddeena	1 p.	niddi

N15.2 The imperatives of /kal/ are: /kul/, /kuli/, and /kulu/. The participles are: /waakil/, /wakla/, and /wakliin/. There is one other verb just like /kal/ in all forms: /xad/, /yaaxud/ 'take'.

N15.3 The imperatives of /idda/ are: /iddi/ (m. and f.), and /iddu/ (p). The participles are: /middi/, /middiya/, and /middiyiin/. There is no other verb like /idda/.

/wi?if/ (ir) 'stop, stand'		/gih/ (ir) 'come'
wi?if	3 m.	yu?af
wi?fit	3 f.	tu?af
wi?fu	3 p.	yú?afu
wi?ift	2 m.	tu?af
wi?ifti	2 f.	tú?afi
wi?iftu	2 p.	tú?afu
wi?ift	1 s.	?a?af
wi?ifna	1 p.	nu?af
		gih
		3 m.
		yiigi
		gat
		3 f.
		tiigi
		gum
		3 p.
		yiigu
		geet
		2 m.
		tiigi
		geeti
		2 f.
		tiigi
		geetu
		2 p.
		tiigu
		geet
		1 s.
		?aagi
		geena
		1 p.
		niigi

N15.4 The imperatives of /wi?if/ are: /?u?af/, /?ú?afi/, and /?ú?afu/. The participles are /waa?if/, /wa?fa/, and /wa?fiin/. In the imperfect forms, /i/ may be used in place of /u/ in the first syllables: /yi?af/, etc. There is one other verb just like /wi?if/ in all forms: /wi?iʃ/, /yu?aʃ/ 'fall'.

N15.5 The imperatives of /gih/ are: /taʃaala/, /taʃaali/, and /taʃaalu/. The participles are: /gaay/, /gaaya/, and /gayiin/, or /gayy/, /gayya/, and /gayyiin/. The 3 m. and 3 p. forms of /gih/ in the negative are also irregular: /magaаш/ 'he did not come' and /maguuš/ 'they did not come'.

#### DRILLS

15.8 T: gih badri. ana.

S: geet badri.

T: humma.

S: gum badri.

Continue with other persons, using the following:

kal fi-lbeet.	rikb-il?atr.
wi?if ſa-lmaňatta.	wisil fi-lmaňaad.
xad ?axuu maňaa.	?ara-lhikaaya.
iddaa-lfiluus.	siňi badri.
daawa-lňayyaan.	waddaaha ſa-lgaraaž.

15.9 T: gih badri. ana.

S: ſawwiz ?aagi badri.

T: humma.

S: ſawziin yiigu badri.

Continue with other persons, using the sentences in drill 15.8.

15.10 T: gih badri. ana.

S: lee magits<sup>i</sup> badri. laazim ?aagi badri.

T: humma.

S: lee maguuš badri. laazim yiigu badri.

Continue with other persons, using the sentences in drill 15.8.

15.11 T: gih badri. ana.

S: baagi badri.

T: humma.

S: biyiigu badri.

Continue with other persons, using the sentences in drill 15.8.

15.12 T: gih badri.

S<sub>1</sub>: lee magits<sup>i</sup> badri. tafaala badri.

S<sub>2</sub>: lee magitiis<sup>i</sup> badri. taſaali badri.

S<sub>3</sub>: lee magituuš badri. taſaalu badri.

Continue with the sentences in drill 15.8.

15.13 T: gih badri.

S<sub>1</sub>: lee-btiigi badri. matgiis<sup>i</sup> badri.

S<sub>2</sub>: lee-btiigi badri. matgiis<sup>i</sup> badri.

S<sub>3</sub>: lee-btiigu badri. matguuš badri.

Continue with the sentences in drill 15.8.

15.14 T: gih badri.

S<sub>1</sub> to S<sub>2</sub>: huwwa-nta gaay badri?

S<sub>2</sub>: aywa, ana gaay badri.

S<sub>3</sub> (of S<sub>2</sub>): tabfan, huwwa gaay badri.

Continue with the sentences in drill 15.8.

15.15 T: gih badri.

S<sub>1</sub>: huwwa-ntu gayiin badri?

S<sub>2</sub>: aywa, iñna gayiin badri.

S<sub>3</sub>: la?, humma miš gayiin badri.

Continue with the sentences in drill 15.8.

C. Numerals: 1 and 2.

fii <u>raagil</u> waañid <u>barra</u> .	There is one man outside.
fii sitt <sup>i</sup> wañda <u>barra</u> .	There is one woman outside.
fii kitaab waañid <u>la-ttarabeeza</u> .	There is one book on the table..
fii waañid <u>raagil barra</u> .	There is a certain man outside.
fii wañda sitt <sup>i</sup> <u>barra</u> .	There is a certain woman outside.
šuft <sup>i</sup> <u>raagil</u> .	I saw a man.
šuft <sup>i</sup> <u>ragleen</u> .	I saw two men.
šuft <sup>i</sup> fallaañ.	I saw a farmer.
šuft-itneen fallañiin.	I saw two farmers.

N15.6 The numeral one may precede or follow a noun and in either construction agrees in gender with the noun. Note the difference in meaning of /waañid/ depending on whether it precedes or follows the noun. Note also that although /waañid/ may follow any noun, it can precede only nouns of personal reference.

The numeral two is not used with most nouns, the dual form of the noun being used instead. There are, however, a few nouns (like /fallaañ/) which are not used with the dual suffix, and which are hence preceded by /itneen/. Note that the p. form of the noun is used after /itneen/.

DRILLS

LIST 15.1 Nouns

xaddaam	xaddamiin	servant
fallaañ	fallañiin	farmer, peasant
sawwa?	sawwa?iin	driver
taagir	tuggaar	merchant
ñaraami	ñaramiyya	thief
?afandi	?afandiyya	effendi
taskari	taskari	policeman, soldier
duktoor	dakatra	doctor
?ingiliizi	?ingiliiz	Englishman
?amrikaani	?amrikaan	American
šaami	šawaam	Syrian
?almaani	?almaan	German
faransaawi	faransawiyyiin	Frenchman

15.16 T: marra-tneen xaddamiin gum masr. fallaañ.

S: marra-tneen fallaañiin gum masr.

Continue with other nouns.

15.17 T: kaan fii-tneen sawwa'iin wa'fiin fa-lmañhatta. xaddaam.

S: kaan fii-tneen xaddamiin wa'fiin fa-lmañhatta.

Continue with other nouns.

15.18 T: fii bint<sup>i</sup> rakba-1?atr<sup>i</sup>-w rayha masr. fallaañ.

S<sub>1</sub>: fii fallaañ rakb-il?atr<sup>i</sup>-w raayiñ masr.

S<sub>2</sub>: fii-tneen fallaañiin rakbiin-il?atr<sup>i</sup>-w rayhiin masr.

Continue with the following:

<u>raagil</u>	<u>ñaraami</u>	bint	?axx	?uxt
sitt	<u>duktoor</u>	taskari	?afandi	xaddaam

15.19 fii-ktaab waañid bass. Substitute:

sitt	su'aal	?alam
<u>fasl</u>	<u>ñissa</u>	mandiil
<u>muñadra</u>	mudarrisa	badla
walad	<u>satr</u>	<u>tazkara</u>
gumla	<u>šanta</u>	<u>?amiis</u>

15.20 T: kaan fii wañda sitt<sup>i</sup> wa'fa fa-lmañhatta. raagil.

S: kaan fii waañid raagil waa?if fa-lmañhatta.

Continue with the following:

xaddaam	xaddaama	taagir
<u>duktoora</u>	?afandi	?amrikaniyya
taskari	mudarrisa	walad
bint	fallaañ	?ingiliziyya
<u>ñaraami</u>	fallaaña	mudarris

### SUPPLEMENTARY DRILLS

15.21 *kull-ilmitšálli miin biyiſrafu luyateen.* Substitute:

servants	effendis	Americans	foreigners
drivers	merchants	students	directors
farmers	soldiers	professors	women
Frenchmen	doctors	teachers	Egyptians
thieves	Syrians	Christians	British

15.22 *nawyin yiſallimu luya ḥagnabiyya.* Substitute:

know	read
study	understand
write	accept
teach	choose
take	give

15.23 *Tom naawi yiktib wi yi'ra ḥárabi.* Substitute:

Mary	?uxti
Tom wi Mary	<u>ittálabá</u>
?amiira	zeenab
ḥali	Bill
il'unsul	<u>innazra</u>

15.24 *fii naas mabyiſrafuuš luyaat ḥagnabiyya.* Substitute:

don't pray on Friday	don't turn off the light at night
don't wake up early	don't like coffee
sleep late	don't understand French
don't ride on buses	don't eat late at night
don't know Arabic	don't wear hats

Conversation

## THE FARMER AND THE SCRIBE

1. zamaan waahid fallaañ gih masr<sup>i</sup> 'awwil marra-f ḥayaatu.
2. wi-lfallaañ da kaan 'ummi. yañni mabyiñrufs<sup>i</sup> yi?ra wala yiktib.
3. xarag yitfassañ. wi-f ſaariñ min-iššawaariñ,
4. ſaaf raagil 'aañid biyiktib, wi naas kitiir 'añdiin ḥawalee.
5. fa sa?al. miin-irraagil da.
6. wi-nnaas dool 'añdiin hina lee,
7. fa ?aluulu. da kaatib. wi-nnaas dool biyistannu durhum,
8. fašaan-ilkaatib yiktibluhum gawabaat.
9. fa-lfallaañ-istanna lamma gih dooru-w ?aal.
10. ana ſawzak tiktibli gawaab dilwa?ti ?ahoo.
11. fa-rraagil ?allu, ſawizni 'abſatlak-ilgawaab da feen,
12. wi ſaawiz ti?uul fii ?ee,
13. fa-lfallaañ ?allu, ſawzak tibſatu baladna.
14. wi tis?alli fii ſan gamusti.
15. ?asli sibtaha ſayyaana. w-ana mašyuul ſaleeha ?awi.
- A long time ago a farmer came to Cairo for the first time in his life.
- This farmer was illiterate, that is, he could not read nor write.
- He went out to look around. In one of the streets,
- he saw a man sitting writing, and many people sitting around him.
- So he asked, "Who is this man, and why are these people sitting here?"
- And they said to him, "This is a scribe and these people are awaiting their turn
- so that he will write letters for them."
- So the farmer waited until his turn came and said,
- "I want you to write a letter for me immediately."
- Then the man said to him, "Where do you want me to send this letter, and what do you want to say in it?"
- The farmer said to him, "I want you to send it to our village
- and inquire about my water buffalo.
- The truth is I left her sick, and I am very worried about her."

16. ilkaatib-iſtazar wi 'aal. maſa -1'asaf. ma'dars<sup>i</sup> 'aktiblak gawaab. The scribe declined and said, "Sorry, I cannot write the letter for you."
17. fa-lfallaañ 'allu lee, ana ḥadfañlak 'ugritak wi-zyaada. Then the farmer said to him, "Why? I will pay you your fee and more."
18. fa-rraagil 'aal la?. di miš ḥikaayit filuus. The man said, "No, it is not a matter of money.
19. ?asl<sup>i</sup> rigli-btiwgañni-w miš 'aadir ?amši ſaleeha. The truth is my foot hurts and I cannot walk on it."
20. fa-lfallaañ radd<sup>i</sup> ſalee-w 'aal. ana miš ſawzak tiruñli-1balad ſala rigleek. The farmer answered and said to him, "I don't want you to go for me to the village on foot.
21. iktibli-lgawaab w-anā 'abſatu fi-1busṭa. Write me the letter and I will mail it."
22. fa-lkaatib 'allu. ya siidi, ana xatti wihiš 'awi, Then the scribe said to him, "My good man, my writing is so bad
23. bi ḥees-inn<sup>i</sup> mañaddiš fi baladkum ḥayiñraf yi?raa. that no one in your village will be able to read it.
24. fa ſašaan-ilgamuusa tifham -ilgawaab, laazim ?aruñ-1balad bi nafsi-w ?a?rahulha. Hence for the buffalo to understand the letter, I myself will have to go to the village and read it."

### Grammar

#### A. The modal /ſaawiz/ + objects.

- |                                  |  |
|----------------------------------|--|
| il'ustaaz ſawz-ittalamza-yzakru. | The professor wants the students to study. |
| il'ustaaz ſawzu yiigi.           | The professor wants him to come.           |
| il'ustaaz miš ſawizha tiigi.     | The professor does not want her to come.   |
| huwwa ſawizhum yiigu.            | He wants them to come.                     |
| il'asadza ſawžiinak tiigi.       | The professors want you to come.           |
| hiyya ſawzaani 'aktib gawaab.    | She wants me to write a letter.            |

humma ſawzinna niktib dilwa?ti. They want us to write now.  
 ana miš ſawzu yiigi. I (m) do not want him to come.  
 ana ſawzaa yiigi. I (f) want him to come.

N16.1 Like verbs and participles (N12.1), the modal /ſaawiz/ (N15.1) may have an object. In the construction /ſaawiz/ + object + verb (imperfect without tense prefixes only), the object of the modal agrees in person and number or gender with the subject of the verb. This construction may be preceded by a noun or a pronoun, which agrees in gender or number with the modal.

#### DRILLS

16.1 T: ilwalad rigiʃ.

S<sub>1</sub>: huwwa ſawz-ilwalad yirgaʃ.  
 S<sub>2</sub>: huwwa ſawz-il?awlaad yirgaʃu.

Continue with the following:

ilfallaañ dafañ.	ilxaddaam sañidha.
ilmudarris gih.	il?afandi kal.
issitt <sup>i</sup> raañit.	il?ingiliizi xarag.
irraagil salla.	ittilmiziñ sammañ.
ilñarabiyya wi?fit.	idduktoor dawaa.
issawwaa? miši.	sañbu wisil.
ilwalad naam.	ilñaraami xaaf.

16.2 T: ilwalad rigiʃ.

S<sub>1</sub>: ilwalad rigiʃ. laakin hiyya miš ſawzaa yirgaʃ.  
 S<sub>2</sub>: il?awlaad rigiʃu. laakin hiyya miš ſawzaahum yirgaʃu.

Continue with the sentences in drill 16.1.

16.3 huwwa ſawizni ?aagi. Substitute:

kal	wi?if	ñaama ſannu
xarag	?añad	fihim
nadithum	salla	siñhi badri
saññaaha	?ara	bassilu
giri	radd <sup>i</sup> ſalee	faat ſalee
raañ	ñaawil	sallim ſaleehum
nizil	rikb-il?atr	rigiʃ

16.4 intu ſawzinhum yiigu.

Substitute, using the verbs in drill 16.3.

16.5 hiyya ſawzaak tiigi.

Substitute, using the verbs in drill 16.3.

16.6 T: ilmudarris ſawizna-nzaakir. inti.

S: ilmudarris ſawzik tizakri.

T: humma.

S: ilmudarris ſawizhum yizakru.

Continue with other persons, using the following:

?abuuya ſawizni ?aktiblu.

ilfaskari ſawizni ?adfa? mixalfa.

?uxti ſawzaani ?afuut ſaleeha.

?ashaaabu ſawziinu-yzurhum.

mafiiš ḥadd<sup>i</sup> ſawizhum yiñmilu ḥaaga.

#### B. Prepositional phrases with /li/.

katab li miin,

To whom did he write?

katab li sañbu.

He wrote to his friend.

katablu.

He wrote to him.

li sañbu.

To his friend.

luh.

To him.

makatabluuš.

He did not write to him.

sallimli ſala ?axuuk.

Greet your brother for me.

N16.2 In the construction verb + /li/-phrase, if /li/ is followed by a pronoun (bound form only, N9.1), then the phrase is bound to the verb. However, the phrase may also occur by itself, typically in answer to a question.

The preposition /li/ in these examples has a much larger area of meaning than that of English to. It could also have been translated for or in/on behalf of, or with other verbs also toward.

As in the negative (N15.5), the 3 m. and 3 p. forms of /gih/ are /gaa-/ and /guu-/ before /li/ + pronoun: /gaali/ 'he came to me'. Note also that in any form of /gih/ + /li/ + 1 s. pronoun, the /li/-phrase may be replaced by /-ni/.

Note that some of the pronouns have a special bound form after /li/ if the phrase occurs by itself, and that the phrase has different forms depending on whether the pronoun is Group I or II (N6.4), and whether the verb ends in C or CC. The details are given in Table 16.1; (cf. Tables 6.1 and 7.1).

	C	CC	
I.	1 s.	-li	-ili liyya
	2 m.	-lak	-ilak lak
	2 f.	-lik	-ilik liki
	3 m.	-lu	-ilu luh
II.	3 f.	-laha	-ilha laha
	1 p.	-lina	-ilna lina
	2 p.	-lukum	-ilkum lukum
	3 p.	-luhum	-ilhum luhum

Table 16.1

#### DRILLS

16.7 T: katab li miin,

S: katablaha.

T: ?ara-l miin,

S: ?aralha.

Continue with the following:

fatañ	<u>fassar</u>	nizil	giri
daxal	sammañ	wi?if	miši
<u>xarag</u>	'aal	<u>mada</u>	<u>?ara</u>
rifiñ	<u>raañ</u>	rama	vanna
dafañ	baañ	ňaka	gih

In drills 16.8-12, continue with the verbs in drill 16.7.

16.8 T: katabt<sup>i</sup>-l miin,

S<sub>1</sub>: katabtilhum.

S<sub>2</sub>: makatabtiš li ũadd.

16.9 T: katabna-l miin,

S: katabnaalu.

- 16.10 T: kátabu-l miin,  
S: katabulna.
- 16.11 T: ſaawiz tiktib li miin,  
S: ſaawiz ?aktiblak.
- 16.12 T: katab.  
S: ana makatabtilkiiš. ana katabtilhum.

- 16.13 T: kátabu. ana.  
S<sub>1</sub>: liyya.  
S<sub>2</sub>: katabuuli? la? makatabuliiš.  
T: humma.  
S<sub>1</sub>: luhum.  
S<sub>2</sub>: katabulhum? la? makatabulhumš.

Continue with other persons, using the following:

<u>bassit</u>	<u>gat</u>	<u>giryu</u>
?aal	gum	gih
?aru	<u>raañit</u>	wi?if

- 16.14 T: katab.  
S<sub>1</sub>: inta makatabtiluuš lee, iktiblu.  
S<sub>2</sub>: ana katiblu.

Continue with the verbs in drill 16.13.

- 16.15 T: katab.  
S<sub>1</sub>: inti makatabtilhumš<sup>i</sup> lee, iktibilhum.  
S<sub>2</sub>: hiyya katbalhum.

Continue with the verbs in drill 16.13.

### C. Manner complements.

saa?-izzaay,	How did he drive?
saa? bi-ſweež.	He drove slowly.
saa? ſala mahlu.	He drove carefully.
suu?i ſala mahlik.	Drive carefully.
naam ?add <sup>i</sup> ?ee,	How long did he sleep?
naam ſasteen.	He slept two hours.

saafir bi ?ee,	How did he travel?
saafir bi-ttayyaara.	He traveled by plane.
raañ-ilbeet-imbaariñ bi surfa.	He went home yesterday quickly.
raañ-ilbeet bi surfa-mbaariñ.	He went home quickly yesterday.

N16.3 The question words (or interrogatives) /izzaay/, /?add<sup>i</sup> ?ee/, and /bi ?ee/ can be replaced by manner complements.

Like place complements (N8.4), manner complements follow the verb (and the object if there is one). Manner and time complements, in either order, follow place complements.

/?ábadan/ 'never' is used only with negative constructions.

#### DRILLS

##### LIST 16.1 Manner Complements

?awaam	quickly	bi-shuula	easily
bi surfa	quickly	bi-ssudfa	accidentally
ƒala yafla	suddenly	li wañd(-u)	by (him)self
šuwayya (~zyayyara)	a (little) bit	ƒala mahl-	slowly, gently
kitiir	much	bi-šweeš	slowly
?ábadan	never	kuwayyis	well
ňaalan	immediately	sawa	together

##### LIST 16.2 Verbs and manner complements

daxal	bi surfa
raañ-ilbeet	ƒala yafla
nizil	?ábadan
ƒadda	ƒala mahlu
rigiñ	ňaalan
	?awaam

16.16 rigiñ ?awaam.

Continue with other verbs and complements.

16.17 T: saa? ƒala mahlu. hiyya.

S: saa?it ƒala mahlahaa.

T: humma.

S: saa?u ƒala mahluhum.

Continue with other persons, using the following:

miši ſala mahlu.  
biyilbis ſala mahlu.  
xarag li wañdu.  
ñáyruuñ li wañdu.  
liyishá-l wañdu.

16.18 ilmudarris saafir bi-l?atr. Substitute:

ilmudarrisiin	bi- <u>ssudfa</u>	?awaam	inta
bi- <u>ttayyaara</u>	šaaf	miši	raañ
ilmudarrisa	iñna	kitiir	bi- <u>l</u> ?utubiis
ſala yañla	rigiñ	naam	saafir
ana	bi surfa	bi-shuula	rigiñ
?abl-ittilmiziñ	intu	?awaam	inti

D. Interrogatives.

katab ?ee-mbaariñ,	What did he write yesterday?
katab gawaab-imbaariñ.	He wrote a letter yesterday.
katab bi ?ee,	With what did he write?
katab bi ?alam.	He wrote with a pencil.
iddeet-ilfiluus li miin,	To whom did you give the money?
iddeet-ilfiluus li-lwalad.	I gave the money to the boy.
ilkitaab da min feen,	Where does this book come from?
min feen-ilkitaab da.	Where does this book come from?
ilkitaab da min masr.	This book is from Egypt.
miin dárabu.	Who hit him?
dárab miin,	Whom did he hit?

N16.4 Interrogatives may be used independently or in construction with certain prepositions, commonly only /bi/, /li/, /min/, /ſala/, /?add/, and /ñaan/.

Interrogatives may substitute for nouns or pronouns as subjects or objects.

Note that interrogative sentences usually have the same intonation as statements if the interrogative occurs at the beginning.

## DRILLS

16.19 T: il?ustaaz-it?axxar.

S: miin-it?axxar.

Continue with the following, substituting interrogatives for free subjects, objects, or complements:

fawizni ?aktiblu gawaab.

xaragit-issaafa tisfa.

safru bi-ttayyaara.

wi?if fala-lmañatta.

fiid-issawra-f yulyu.

rigifna ?awwil-imbaariñ.

ilmaktaba ma?fuula fašaan-innaharda-lkhadd.

bazaakir talat safaat fi-lyoom.

fumru xamas siniin.

dárabu-b ?asaawa.

16.20 T: xarag mafa ?axuu.

S: xarag mafa miin,

Continue with the following using interrogatives with prepositions:

inta xaayif min-il?imtihaan.

?afad hina sanateen.

saafir bi-l?atr.

ilkitaab bi xamsa-gneeh.

huwwa min masr.

ilha??<sup>i</sup> fala mustafa.

famalitha-b sañteen.

katablaha gawaab.

huwwa hina min yoom litneen.

ilwalad zayy<sup>i</sup> ?abuu.

## SUPPLEMENTARY DRILLS

16.21 Šaaf naas kitirr ?afdiin.

Substitute participles of the following verbs for /?afdiin/:

daxal	<u>siñi</u>	naam	libis <u>burneeta</u>
<u>xarag</u>	wi?if	gih	šaal <u>šunat</u>
saafir	?alañ	?adda	<u>tafa-nnuur</u>
<u>raañ</u>	rigif	?afal	miši f... riglee

16.22 Sawzak tiktiblu gawaab.

Substitute for /tiktiblu gawaab/:

pay him his wages	sharpen the pencil for him
take the car for him to town	build a house for him
come to him early	leave the bag at the door for him
empty the drawer for him	go to town for him
choose a coat for him	find a hotel for him
complete the homework for him	inquire about the university for him

16.23 T: Why are you late?

S: mumkin ti'ulli-t<sup>i</sup>axxart lee,

Continue with the following:

What did you do to him?

When are you going to pay me my wages?

How long are they going to stay in the hotel?

Whom did you greet for me?

Why did he not count the money for me?

When is she going to sell us the car?

Where did you build her the house?

How much did they pay them?

Conversation

## ELEMENTARY EDUCATION

1. ittaflim fi masr<sup>i</sup> ma?suum li  
?arba? maraahil. Education in Egypt is divided into four stages.
2. ilmarħala-1?awwilnaiyya hiyya -lmarħala libtida?iyya. The first stage is the elementary (beginning).
3. ittaflim libtida?i sitt<sup>i</sup>-sniin. Elementary education is six years.
4. ittalamza-byibtidu-lmadrasa-f sinn<sup>i</sup> sitta. The pupils begin school at the age of six.
5. fi masr<sup>i</sup> ħaliyyan zayy<sup>i</sup>-f ?amriika-ttaflim libtida?i ?igħaari. In Egypt now, as in America, elementary education is compulsory.
6. Iaakin lissa fii ?awlaad kitiir fumruhim ma raġħu-lmadrasa. However, there are still many children who have never gone to school.
7. ilwizaara-btitfašsim-inn<sup>i</sup>-f sanit sabħiin kull<sup>i</sup> walad fumru sitt<sup>i</sup>-sniin īaykuun fi-lmadrasa. The Ministry (of Education) hopes that by the year '70 every child. six years of age will be in school.
8. Fašaan yitimm-ilmašruuʃ da, sala -liukuma tibni ħawaali mi-ya-xamsiin madrasa fi-ssana. In order to realize this project, the government will have to build about 150 schools a year.
9. fi-btida?i-ttalamza-byitni?lu min srna-1 sana min yeer ma yaxdu-mtiħanaat. In the elementary schools the pupils are promoted from year to year without taking examinations.
10. innama-f sana satsa fii ?imtiħiaan nihaa?i-f ?axr-issana. However in the sixth year there is a final examination at the end of the year.
11. ittalamza-lli-byingaħu-byudxulu -lmarħala-ttanya-w hiyya -lmarħala-1?ifdadiyya. The pupils who pass enter the second stage; this is the preparatory (Junior High).

12. ilmadars-il'iñdadiyya nuseen,  
fanniyya-w ñamma. Preparatory schools are of two types, technical and general.
13. fi 'iñdaadi-ttalamza-byaxdu sitt<sup>i</sup> ñisas luya 'agnabiyya In preparatory schools the pupils take six hours of a foreign language a week.  
fi-1'usbuuñ.
14. ittañliim-il'iñdaadi talat siniin. Preparatory education is three years.
15. fi 'axru-mtiñaan nihaa?i. At the end there is a final examination.
16. ñawaali xamsiin fi-lmiyya min -ttalamza-byingañu wi-byaxdu šahaada. About fifty percent of the pupils pass and receive (take) a certificate.
17. 'arbiñiin fi-lmiyya min-ittalamza dool biykammilu-drasithum. Forty percent of these pupils continue their studies.
18. wi-byudxulu 'imma-ilmadars -issanawiyya-1ñamma 'aw -ilfanniyya 'aw mañahd -ilmuñallimiin. They enter either the general or the technical secondary schools or the teachers institutes.
19. bañd<sup>i</sup>-ttaalib ma yitxarrag min mañahd-ilmuñallimiin bitñayyinu -lwizaara mudarris-ibtida?i. After the pupil leaves the teachers institutes, he is appointed by the Ministry an elementary school teacher.

### Grammar

#### A. The modals /ñala/, /nifs/, and /?azd/.

ñalee-yzaakir.	He ought to study.
ñalayya 'aktib gawaab.	I ought to write a letter.
nifsu-ysaafir.	He longs to travel.
nifsina-nšuuf-il'ahraam.	We long to see the pyramids.
?azduhum yikallimu-1mudiir.	They intend to speak to the director.
?azdak tizakr-iddars <sup>i</sup> da.	You intend to study this lesson.
manifsuuš yisaafir.	He does not long to travel.
nifsu maysafirš.	He longs not to travel.

N17.1 These modals are used with bound pronouns and are always followed by the imperfect without tense prefixes. The subject of the verb agrees in person and number or gender with the pronoun.

Either the modal or the verb may be negated; /ma- -š/ is used with either.

#### DRILLS

17.1 T: ḥalee-yzakr-iddars. intu.

S: ḥaleekum tizakru-ddars.

T: ana.

S: ḥalayya ?azakr-iddars.

Continue with other persons, using the following:

dafañ-ilmixalfa.	tafa-ñnuur.
ḥamal-ilwaagib.	sañd-ittálabá.
mada-lgawabaat.	?ara-lmuñadra.
kammil-ilñikaaya.	katab li ?axuu.

17.2 T: ḥalee-yzakr-iddars.

S: mañalihuš yizakr-iddars<sup>i</sup> laakin zakru.

Continue with the sentences in drill 17.1.

17.3 T: ḥaleena-nzakr-iddars.

S: mañalinaaš nizakr-iddars<sup>i</sup> laakin zakirnaa.

Continue with the sentences in drill 17.1.

17.4 T: ḥaleeha-dzakr-iddars.

S: mañalihaaš tizakr-iddars<sup>i</sup> laakin zakritu.

Continue with the sentences in drill 17.1.

17.5 T: lissa maguuš. laakin nifsum yiigu sawa. kal.

S: lissa makaluuš. laakin nifsum yaklu sawa.

Continue with the following:

xarag	salla	rigeñ
raañ	?ara	yanna
nizil	rikb-il?atr	gih
?afad	faat ḥalee	zaar-ilmañrad
miši	ñall-iłmas?ala	saafir

In drills 17.6-9, continue with the items in drill 17.5.

- 17.6 T: lissa magitš. laakin nifsi 'aagi. kal.  
S: lissa makaltiš. laakin nifsi 'aakul.
- 17.7 T: lissa magitiis. laakin nifsik tiigi. kal.  
S: lissa makaltiš. laakin nifsik takli.
- 17.8 T: tañaala. manifsakš<sup>i</sup> tiigi lee, kal.  
S: kul. manifsakš<sup>i</sup> taakul lee,
- 17.9 T: laa gum wala ?azduhum yiigu. kal.  
S: laa kalu wala ?azduhum yaklu.

B. Verbs with two objects.

katab gawaab li <u>sañbu</u> .	He wrote a letter to his friend.
katab li <u>sañbu</u> gawaab.	He wrote to his friend a letter.
kátabu-1 <u>sañbu</u> .	He wrote it to his friend.
katablu gawaab.	He wrote to him a letter.
katabhuulu.	He wrote it to him.
makatabhuluuš.	He did not write it to him.

N17.2 A verb may have two objects, direct and indirect, and either or both may be free (nouns) or bound (pronouns) (N12.1). The indirect object is always preceded by /li/ (cf. N16.2). If both objects are free, then either may immediately follow the verb. If one object (either direct or indirect with /li/) is bound, then it is bound to the verb and the free object follows. If both objects are bound, then the direct must precede the indirect, and the direct if 3 m. has the form /-hu/ (N13.3).

The negative is with /ma- -š/.

DRILLS

- 17.10 T: ūaka-lūikaaya li-ttalamza.  
S<sub>1</sub>: iūki-lūikaaya li-ttalamza.  
S<sub>2</sub>: ūakitha li-ttalamza.  
S<sub>3</sub>: ūakithalhum.

Continue with the following:

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| katab gawaab li <u>sahbu</u> .        | xad-issaaf'a li-mudarrisa.       |
| kawa-l <u>amiiis</u> li-ssitt.        | gaab-ilgawabaat li-nnaazir.      |
| ɻadd-ilfiluus li-l <u>afandi</u> .    | baaf-ilɻarabiyya li-ssawwa?      |
| baʃat-ilmaʃfaza li-lmudiir.           | ?aal-ilkilma di li-lmudarris.    |
| fatah-ilbaab li-ttalamza.             | fassar-ilmas'ala li-ttalamza.    |
| dafaʃ-ilmixalfa li-l <u>taskari</u> . | ɻamal-ilwaagib li <u>sahbu</u> . |

In drills 17.11-14, continue with the sentences in drill 17.10.

17.11 T: ḥaka-lhikaaya li-ttalamza.

- S<sub>1</sub>: iħki-lhikaaya li-ttalamza.  
S<sub>2</sub>: iħkilhum-ilhikaaya.  
S<sub>3</sub>: iħkihalhum.

17.12 T: ḥaka-lhikaaya li-ttalamza.

- S<sub>1</sub>: iħku-lhikaaya li-ttalamza.  
S<sub>2</sub>: ḥakinaaha li-ttalamza.  
S<sub>3</sub>: ḥakinahalhum.

17.13 T: ḥaka-lhikaaya-1 sahbu.

- S<sub>1</sub>: lee maħakuuš-ilhikaaya-1 sahibhum.  
S<sub>2</sub>: ḥakuhaalu.  
S<sub>1</sub>: la?, maħakuhaluuš.

17.14 T: ḥaka-lhikaaya-1 sahbu.

- S<sub>1</sub>: lee maħakitš-ilhikaaya-1 sahbak.  
S<sub>2</sub>: ḥaħkihaalu baðdeen.  
S<sub>3</sub>: miš ḥaħkihaalu.

17.15 T: ḥakit-ilhikaaya. laha.

S: ḥakithalha.

T: liyya.

S: ḥakithaali.

Continue with other persons, using the sentences in drill 17.10.

17.16 T: ḥaku-lhikaaya. luhum.

S: ḥakuhalhum.

T: liyya.

S: ḥakuhaali.

Continue with other persons, using the sentences in drill 17.10.

17.17 T: ḥaka-l̩ikaaya. lina.

S<sub>1</sub>: iᬁkilna-l̩ikaaya.

S<sub>2</sub>: iᬁkihalna.

T: laha.

S<sub>1</sub>: iᬁkilha-l̩ikaaya.

S<sub>2</sub>: iᬁkihalha.

Continue with other 3rd and 1st pers., using the sentences in drill 17.10.

C. Numerals: ordinals after nouns.

inti ſawza ?aani-ktaab,

ſawza-lkitaab-ittaalit.

da-lkitaab-ittaalit.

di-lgumla-ttalta.

da-lkitaab-il?awwil / ?awwilaani.

di-l̩issa-1?uula / ?awwilaniyya.

idduruus-il?awwilaniyyiin sahliin.

ilgumal-ittanyiin gudaad.

da-lkitaab-il?aaxir / ?axraani.

di-l̩issa-1?axra / ?axraniyya.

da-lkitaab-il̩idaašar.

di-l̩issa-l̩idaašar.

da-ddars-issabaťtaašar.

di-l̩issa-ssabaťtaašar.

Which book do you want?

I want the third book.

This is the third book.

This is the third sentence.

This is the first book.

This is the first period.

The first lessons are easy.

The other sentences are new.

This is the last book.

This is the last period.

This is the eleventh book.

This is the eleventh period.

This is the seventeenth lesson.

This is the seventeenth period.

N17.3 The ordinals first through tenth have m. and f. forms, given in Table 17.1. They follow nouns and agree with them in gender and definiteness. In addition, like adjectives, the ordinals first and second (often to be translated other) have p. forms /?awwilaniyyiin/ and /tanyiin/; they hence agree with nouns in definiteness and gender or number (cf. N5.2). The forms /?awwil/ and /?uula/ are less commonly used after nouns except in expressions like /dáraga ?uúla/ 'first class', /sana ?uula/ 'first year' (of school or college).

The ordinals from eleventh on are invariant in form, agreeing with nouns only in definiteness.

The adjective /?aaxir/ patterns like the ordinals and hence is here included.

?awwilaani	(?awwil)	?awwilaniyya	(?uula)
taani		tanya	
taalit		talta	
<u>raabi</u> ī		<u>rab</u> īa	
xaamis		xamsa	
saatit	(saadis)	satta	(satsa)
saabi		sabīa	
taamin		tamna	
taasi		tasīa	
†aašir		†ašra	

Table 17.1

DRILLS

17.18 huwa-ddars-il†aašir saīb? Substitute ordinals:

tamanya	talaata	xamsa	miyya
<u>ḥidaašar</u>	<u>itnaašar</u>	<u>xamastaasār</u>	tisīa
itneen	waañid	sabīa	waañid
†išriin	talatiin	<u>?arba</u> īa	sitta

17.19 ahoo-lkitaab-il†aašir. Substitute:

awwilaani	<u>ḥidaašar</u>	tamriin	ilkilma
tilmiiza	gumla	<u>itnaašar</u>	taani
<u>satr</u>	dars	<u>muħadra</u>	gawaab
taamin	taalit	xaamis	wára?a
<u>tazkara</u>	<u>ḥissa</u>	<u>?imtiħaan</u>	<u>fasl</u>

17.20 da-lkitaab-il?awwilaani. ?ummaal feen-ilkuṭub-ittanyiin,

Substitute for /kitaab/ and /kutub/:

tilmiiz	dulaab	<u>ħaraami</u>	mudarrisa
†ilba	saafā	wára?a	?imtiħaan
kursi	<u>ħarabiyya</u>	<u>duktoor</u>	†aamil
<u>ʔooda</u>	mabna	ħubbaak	<u>tazkara</u>
durg	tamriin	dars	ħikaaya

17.21 da-lkitaab-il?awwilaani walla-l?axraani,

Substitute for /kitaab/, using the nouns in drill 17.20.

- 17.22 T: da-ddars-il<sup>?</sup>awwilaani. kitaab.  
 S<sub>1</sub>: da-lkitaab-il<sup>?</sup>awwilaani walla-ttaani,  
 S<sub>2</sub>: da laa-lkitaab-il<sup>?</sup>awwilaani wala-ttaani.  
 Continue with the nouns in drill 17.20.

#### SUPPLEMENTARY DRILLS

- 17.23 ʃala-lwizaara tibni madaaris. Substitute:  
 idda minaň. " Tayyin mudarrisiin.  
 darris luyaat. safd-ittalamza.  
 fataň madaaris. fassar-ilmašruuň.  
 na??a ?aňsan naas. ibtada ſaalan.
- 17.24 ?arbiîin fi-lmiyya min-ittalamza-byingaňu. Substitute:  
 kammil dirastu. rikb-il<sup>?</sup>atr.  
 itxarrag. saafir barra.  
 daxal-ilgamňa. raaň-ilmadrasa.  
 kal fi-lmadrasa. ?ara-kwayyis.  
 xad faransaawi. yaab marra fi-šsahr.
- 17.25 mumkin tigibhaali min fadlak. Substitute:  
 fill them for her put it (f.) for me on the table  
 read it (f.) to them iron them for them  
 ask her for me sharpen it (m.) for us  
 open it (m.) for us explain them to her  
 pay them to him solve it (f.) for him

ConversationSECONDARY AND UNIVERSITY EDUCATION

1. ilmarħala-ssanawiyya zayy -il?iħdadiyya talat siniin. The secondary stage, like the preparatory, is three years.
2. fi sana tanya sánawi-ttalamza -byitfarraſu-l qismeen, filmi-w ?áabi. In the second year secondary, the pupils are divided into two sections, scientific and literary.
3. fi qism<sup>i</sup> filmi-byitxassasu fi -lfuluum wi-rriyaada. In the scientific, they specialize in sciences and mathematics.
4. fi qism<sup>i</sup> ?áabi-byaxdu tariix wi guvrafya-w falsafa bidaal -ilfuluum. In the literary section, they take history, geography, and philosophy instead of the sciences.
5. kull-ittálaba-byaxdu tadriib ħaskari wi-byidrisu luyateen veer-ilħáabi. All the students take military training and study two languages besides Arabic.
6. fi ?axr-ilmarħala-ssanawiyya -mtiħaan nihaa?i. At the end of the secondary stage is a final examination.
7. ittalamza-lli-byingaħu-byaxdu sahaada-smaha-ssanawiyya -lħamma. The pupils who pass receive a certificate called "The General Certificate of Secondary Education."
8. wi kulluhum biyħibbu yudxulu gamfa ?aw maħhad ħaali. All of them like to enter a university or a higher institute.
9. laakin-ilgħamfaat wi-lmaħad -ilħulja muzdáħima giddan. However, the universities and the higher institutes are very crowded.
10. fa bass-ittálaba-lli xadu daragaat ħalsa-byit?iblu. Hence only the students who have (took) high grades are admitted.
11. ittanyiin biyħawlu yitwazza fu fi -lħukuma ?aw-iššarikaat. The others try to find employment in government or business (companies).
12. ilmarħala-igħamiyya ?arba? siniin ?aw ?aktar. The university stage is four years or more.

13. wi-lkulliyyaat nuseen. ɻamaliyya zayy<sup>i</sup> kulliyyaat-issaydala wi -lhandasa, wi nazariyya zayy<sup>i</sup> kulliyyaat-ittigaara wi-ttarbiya. The colleges are of two types: experimental, like pharmacy and engineering, and theoretical, like commerce and education.
14. fi nihayt-il<sup>?arba</sup>̄f sinin-ittálabá -byitxarragu-f bakaluryoos ?adaab ?aw ɻuluum. At the end of four years the students are graduated with a B.A. or B.S.
15. tabɻan-ilgam̄aat biyiddu kamaan mažisteer wi dukturaa. Of course the universities also give masters and doctors degrees.
16. fi-ttaʃliim-ilʃaali dilwa?ti ɻawaali miit ?alf<sup>i</sup> taaʃib. In higher education at present there are about 100,000 students, and the number is increasing rapidly.
17. wi-lʃaadad biyziid bi surʃa.
18. ittalat maraňl-il<sup>?awwilaniyyiin</sup> taňt<sup>i</sup> ?išraaf wizart-ittarbiya wi-ttaʃliim. The first three stages are under the supervision of the Ministry of Education.
19. ilgam̄aat wi-lmaʃahd-ilʃulya taňt<sup>i</sup> wizart-ittaʃliim-ilʃaali. The universities and the higher institutes are under the Ministry of Higher Education.
20. kull<sup>i</sup> maraňl-ittaʃliim fi masr<sup>i</sup> magganiyya. All stages of education in Egypt are free.

### Grammar

#### A. The modal /ʃumr/.

ʃumraha ma safrit masr.  
ʃumrina ma ſufnaa.  
ʃumru ma-byirkab-il<sup>?atr</sup>.  
ʃumru ma yirkab-il<sup>?atr</sup>.  
ʃumruhum ma ɻayʃufuu.  
ʃumrak ſuft-irraagil da?  
maʃumrinaaš ſufnaa.

She has never traveled to Egypt.  
We have never seen him.  
He never rides the train.  
He never rides the train.  
They will never see him.  
Have you ever seen this man?  
We have never seen him.

N18.1 The modal /sumr/ is used with bound pronouns. It may be followed by a verb in the perfect or the imperfect with tense prefixes (/bi-/ or /ña-/). The tense prefix /bi-/ may be omitted. The subject of the verb and the pronoun agree in person and number or gender (cf. N17.1). Note the two constructions; /sumr~/ + pronoun + /ma/, or /ma sumr~/ + pronoun + /-š/. In questions /sumr~/ + pronoun alone may be used.

#### DRILLS

18.1 T: simf-ilħikaaya.

S<sub>1</sub>: sumrak simif-ilħikaaya di?

S<sub>2</sub>: la?. umri ma-smiftaha.

Continue with the following:

šaaf-irraagil.

?aal-ilkilma.

darab-ilwalad.

faat fa-nnaas.

fataħ-ilfilba.

radd fa-nnaas.

zaar ?amrika.

xad-ibnu maʃaa.

?abl-ilmudiir.

libs-iżżakitta.

18.2 T: simf-ilħikaaya.

S<sub>1</sub>: umrukum simiftu-lħikaaya di?

S<sub>2</sub>: aywa. Laakin umrina ma ġanisma?ha taani.

Continue with the sentences in drill 18.1.

18.3 T: nisi-lkitaab.

S<sub>1</sub>: umru-byinsa-lkitaab?

S<sub>2</sub>: la?. umru ma-byinsa ħaaga.

Continue with the following:

fihm-iddars.

fassar-ilmas?ala.

širb-il?ahwa.

?aal-ilkilma.

dafa?ilmixalfa.

gaab ilfilba.

ħamal-ilwaagib.

rama-lwára?a.

zakr-iddars.

?ara-lkitaab.

saawa-1?ooda.

diri bi-lħikaaya.

18.4 T: gaab-ilkitaab.

S<sub>1</sub>: sumraha gaabit-ilkitaab?

S<sub>2</sub>: la?. sumraha ma gabitu.

S<sub>3</sub>: laakin laazim tigiibu dilwa?ti ?ahoo.

Continue with the sentences in drill 18.3.

18.5 T: sim?-il?ikaaya.

S<sub>1</sub>: sumruhum ma sim?u-il?ikaaya di.

S<sub>2</sub>: ma?umruhum? simsuuha.

Continue with the sentences in drill 18.1.

18.6 T: gaab-ilkitaab.

S<sub>1</sub>: sumrik gibti-lkitaab?

S<sub>2</sub>: sumraha ma bitgiib ?aaga.

S<sub>3</sub>: ma?umrahaa? bitgiib ?aaga.

Continue with the sentences in drill 18.3.

B. /wala/ as a coordinator with negative verbs.

laa ?ara wala katab.

He neither read nor wrote.

ma?araas wala katabš.

He neither read nor wrote.

laa-byi?ra wala-byiktib.

He neither reads nor writes.

laa-byi?ra wala yiktib.

He neither reads nor writes.

mabyi?raas wala yiktibš.

He neither reads nor writes.

laa ?ašuufu wala ?akallimu.

I will neither see him nor speak to him.

miš ?ašuufu wala ?akallimu.

I will neither see him nor speak to him.

miš ?ašuufu wala ?akallimu.

I will neither see him nor speak to him.

N18.2 Note the two constructions; /laa/ + verb + /wala/ + verb (cf. N5.4), or /ma-/ + verb + /-š/ + verb + /-š/. In the second construction, only the first verb is preceded by /ma-/ . In either construction, the tense prefixes are optional with the second verb.

DRILLS

18.7 T: ?ara-w katab.

S<sub>1</sub>: laa ?ara wala katab.

S<sub>2</sub>: ma?araaš wala katabš.

Continue with the following:

daxal, xarag

raaḥ, gih

fataḥ, ?afal

?aam, ?afad

simiḥ, šaaf ḥaaga

kal, širib

xad, idda

naam, ?aam hina

kallimu, radd<sup>i</sup> ṣalee

sallim ṣalee, kallimu

18.8 T: huwwa-nta ?areet wi katabt?

S<sub>1</sub>: la?. laa ?areet wala katabt.

S<sub>2</sub>: ma?aritš<sup>i</sup> wala katabtiš.

Continue with the verbs in drill 18.7.

18.9 T: ma?araaš wala katabš. intu.

S: ma?arituuš wala katabtuuš.

T: iḥna.

S: ma?arinaaš wala katabnaaš.

Continue with other persons, using the verbs in drill 18.7.

18.10 T: mabyi?raaš wala yiktibš. intu.

S: mabti?ruuš wala tiktibuuš.

T: iḥna.

S: mabni?raaš wala niktabš.

Continue with other persons, using the verbs in drill 18.7.

18.11 T: ?ara-w katab.

S<sub>1</sub>: laa ḥa?ra wala ?aktib.

S<sub>2</sub>: miš ḥa?ra wala ?aktib.

Continue with the verbs in drill 18.7.

18.12 T: masmiḥtuuš-ilḥikaaya wala ṣamaltuuš ḥaaga. šaaf-irraagil.

S: mašuftuuš-irraagil wala ṣamaltuuš ḥaaga.

Continue with the sentences in drill 18.1.

18.13 T: miš ḥanismañ-ilḥikaaya wala niṣmil ḥaaga. šaaf-irraagil.

S: miš ḥansuuf-irraagil wala niṣmil ḥaaga.

Continue with the sentences in drill 18.1.

C. Verbs requiring two objects.

warra sahbu-ssaafa. He showed his friend the watch.

warraa-ssaafa. He showed him the watch.

warra-ssaafa-1 sahbu. He showed the watch to his friend.

warraaha-1 sahbu. He showed it to his friend.

warrahaalu. He showed it to him.

warrahaani. He showed it /her to me.

warrahuuni. He showed it /him to me.

warrahumli. He showed them to me.

N18.3 A few verbs, like /warra/, require two objects. Either or both objects may be free or bound (cf. N17.2). However, the indirect object is preceded by /li/ only when it follows the direct. Note that if both objects are bound and the direct is 3 m. or 3 f. (/ -hu/ or / -ha/ respectively), and the indirect is 1 s., then the latter is not preceded by /li/. It hence has the form / -ni/ rather than / -i/. After direct objects other than 3 m. or 3 f., however, 1 s. is preceded by /li/.

DRILLS

LIST 18.1 Verbs

?alañ ?allañ

dafañ daffañ

śirib śarrab

libis labbis

fihim fahhim

?ara

mada

śaal

kal

?arra

madda

śayyil

wakkil

18.14 T: ilwalad ?alañ-issaafā.

S<sub>1</sub>: ?allañu-lwalad-issaafā.

S<sub>2</sub>: ?allañuu-ssaafa.

Continue with the following:

libs-ilburneeta.	šaal-iššanta.
dafañ mixalfa.	?ara-lgawaab.
širib ?ahwa.	kal-ilγada.
fihm-iddars.	mada-lgawaab.

18.15 T: ilbint<sup>i</sup> ?álañit-issaafa.

S<sub>1</sub>: ?allañtu-lbint-issaafa.

S<sub>2</sub>: ?allañtu-ssaafa li-lbint.

S<sub>3</sub>: ?allañtuhalha.

Continue with the sentences in drill 18.14.

**LI<sup>T</sup> 18.2      Verbs**

sallif	lend
sallim	deliver
fallim	teach
sa?a (i)	give to drink
idda (ir)	give

18.16 T: warra-ssaafa-1 sañbu.

S<sub>1</sub>: warri-ssaafa-1 sañbak.

S<sub>2</sub>: warritha-1 sañbi.

S<sub>3</sub>: warrithaalu.

Continue with the following:

idda-lgawaab li-lmudarris.

sallif-ilfiluus li ?araybu.

sallim-ilñilba li-lmudiir.

sa?a-1?ahwa li-lñummaal.

daffañ-ilmixalfa li-lfallaañ.

fahhim-iddars<sup>i</sup> li-ttalamza.

šayyil-iššanta li-rraagil.

labbis-ilgazma li-lbint.

- 18.17 T: warra-ssaaʃa-1 sañbu.  
 S<sub>1</sub>: warru-ssaaʃa-1 sañibkum.  
 S<sub>2</sub>: warru sañibkum-issaafā.  
 S<sub>3</sub>: warrinahaalu.

Continue with the sentences in drill 18.16.

- 18.18 T: warrit-issaafā. laha.

S: warrithalha.

T: lak.

S: warrithaalak.

Continue with other persons, using the sentences in drill 18.16.

**LIST 18.3      Verbs**

daxal	daxxal	rikib	rakkib
?aʃad	?aʃʃad	nizil	nazzil
<u>xarag</u>	<u>xarrag</u>	diri	darra
rigiʃ	raggaʃ	siñi	<u>sañña</u>
<u>wisil</u>	<u>wassal</u>	raañ	<u>rawwañ</u>
wi?if	wa??af	xaaf	xawwif
		?aam	?awwim

- 18.19 T: daxaltu guwwa.

S: miin daxxalkum guwwa.

T: dáxalit guwwa.

S: miin daxxalha guwwa.

Continue with other persons, using the following:

?aʃad fa-lkursi.	?aam fala yafla.
<u>xarag</u> <u>barra</u> .	<u>raañ</u> -ilbeet.
<u>wisil</u> li-lbeet.	xaaf.
rikb-il <u>atr</u> .	siñi badri.
nizil tañt.	diri bi-lñikaaya.
rigʃ-ilbeet.	wi?if sañteen.

D. Numerals: ordinals before nouns.

da taalit kitaab.	This is the third book.
di taalit <u>ñissa</u> .	This is the third period.
di <u>?awwil marra</u> .	This is the first time.
di xaamis <u>marra</u> .	This is the fifth time.
di <u>?aaxir gumla</u> .	This is the last sentence.

N18.4 Before nouns, only the ordinals first through tenth are used. They are invariant in form in this position, showing no gender or number agreement. The form is the same as that identified as m. in Table 17.1. Note that /?awwilaani/ is not used before nouns. Neither the ordinal nor the noun occur with the article.

The ordinals from eleventh on are used only after nouns (cf. N17.3).

Again the adjective /?aaxir/, also invariant in form, patterns like the ordinals.

#### DRILLS

18.20 T: ahoo-1kitaab-ilfaašir. awwilaani.

S<sub>1</sub>: ahoo-1kitaab-il?awwilaani.

S<sub>2</sub>: ahoo ?awwil kitaab.

Continue with the numerals in drill 17.18.

18.21 da faašir kitaab.

Substitute, using the items in drill 17.19.

18.22 T: da ?awwil walla ?aaxir kitaab, marra.

S<sub>1</sub>: di ?awwil walla ?aaxir marra,

S<sub>2</sub>: di-1marra-1?awwilaniyya walla-1?axraniyya,

Substitute, using the nouns in drill 17.20.

18.23 T: daras-iddars.

S<sub>1</sub>: madarašš<sup>i</sup> laa-ddars-il?awwilaani wala-ttaani.

S<sub>2</sub>: madarašš<sup>i</sup> laa ?awwil wala taani dars.

Continue with the following:

?ara-lñikaaya.	daxal-il <u>o</u> oda.
xad-il <u>a</u> tr.	da?? <sup>i</sup> ſa-lbaab.
rikb-il <u>um</u> maar.	kammil-ilñikaaya.
<u>talab</u> -innimra.	ñall-ilmas?ala.
šaaf-issitt.	baaf-ittazkara.

#### SUPPLEMENTARY DRILLS

18.24 fi-ttañliim-ilñaali miit ?alf<sup>i</sup> taalib. Substitute:

150,000	907,000
35,000	14,000
109,000	90,500
300,000	51,309

18.25 ittálab-lli-byingaňu-byaxdu šahaada. Substitute:

travel	are admitted
are divided into two sections	find employment
specialize in sciences	graduate
take mathematics	obtain an M.A.
enter a university	teach in secondary school

18.26 mumkin ti?ulli-ssaaňa kaam, min fadlak. Substitute:

Why is the number increasing so rapidly?

Why did you leave so suddenly?

When will they come together?

Why are you driving slowly?

Why doesn't he ever try?

How do they pass so easily?

When will you help me a little bit?

Where does she want to go alone?

When did you see him accidentally?

Why didn't you send her to him immediately?

Conversation

## AL-AZHAR UNIVERSITY

1. i1?azhar ?a?dam wi ?ahamm<sup>i</sup> gamfa  
 ?islamiyya-w min ?a?dam  
 -ilgamfaat fi-lfāalam.
- Al-Azhar is the oldest and most important Islamic University and one of the oldest universities in the world.
2. ?assisu-lqaa?id-ilfatimi goohar  
 fi sanit tusfu miyya-w sabfiin.
- The Fatimid General Gohar founded it in 970 (A.D.).
3. kaan fi-1?awwil makaan li  
 -lfiibaada bass.
- At the beginning it was only a place of worship.
4. fi sanit tusfu miyya tamanya-w  
 tamaniin ḥawwili-lxaliifa  
 -lfaiziiz li madrasa diniyya-w  
 gamfa.
- In 988 the Caliph Al-Aziz made it into a religious school and a university.
5. wi min wa?taha ba?a markaz muhimm<sup>i</sup>  
 giddan li tadriis-illuya  
 -lfarabiyya wi-lqur?aan.
- From then on, it has been a very important center for the teaching of Arabic and the Quran.
6. ḥaliyyan-il?azhar biyišmil gamfa-w  
 mafaahid diniyya-ktiira.
- At present, Al-Azhar includes a university and many religious institutes.
7. fadad tálabit-il?azhar ḥawaali  
 xamsa-w ?arbīiin ?alf.
- The number of Al-Azhar students is about 45,000.
8. minhum talat talaaf taalib ?agnabi, Of these, 3,000 are foreign students, most of them from the Islamic countries.
- muſzamhum min-ilbilaad  
 -il?islamiyya.
9. ittaalib mabyi?dars<sup>i</sup> yudxul  
 -ilma?ahd-iddiniyya-ttabfa  
 li-1?azhar,
- A student cannot enter a religious institute associated with Al-Azhar,
10. min γeer ma-ykuun ḥafaz-ilqur?aan  
 kullu γayban wi xad-iſſahaada  
 libtida?iyya.
- without having memorized the whole Quran and having obtained the elementary school certificate.

11. fi gamfit-il<sup>i</sup>azhar taman kulliyyaat, minhum kulliyyaat -iddirasaat-il<sup>i</sup>islamiyya wi -ddirasaat-il<sup>i</sup>arabiyya wi-ttibb<sup>i</sup> wi-lhandasa. In Al-Azhar University there are eight colleges, among them the Colleges of Islamic Studies, Arabic Studies, Medicine, and Engineering.
12. wi kulliyyaat-il<sup>i</sup>azhar dool biyixtilfu fan-ilgamfaat-ittanyiin. These colleges of Al-Azhar differ from (those of) other universities,
13. fa-ttala<sup>i</sup>ba fiihum biyidrisu -l<sup>i</sup>uluuum ?aw-il<sup>i</sup>adaab wi -byitxassasu fi-lmawaad -iddiniyya-f nafs-ilwa?t. in that the students in them study sciences or arts and at the same time specialize in religious subjects.
14. maktabt-il<sup>i</sup>azhar daxma giddan. The library of Al-Azhar is very large.
15. fiiha ?alaaf-ilkulub wi-lmaxtutaat -il<sup>i</sup>udaam. In it are thousands of books and old manuscripts.
16. li-l<sup>i</sup>azhar nufuuz waasi<sup>i</sup> fi -l<sup>i</sup>aalam-il<sup>i</sup>islaami, Al-Azhar has extensive influence in the Islamic world,
17. kees-innu ?akbar markaz biyihtamm<sup>i</sup>-b našr-il<sup>i</sup>islaam wi-b tadriis-ilqur?aan wi -šsariifa. because it is the largest center which is devoted to the spreading of Islam and the teaching of the Quran and Islamic Law.
18. mušam-irru?asa-ddiniyyiin fi -lbilaad-il<sup>i</sup>islamiyya dárasu fii. Most of the religious leaders in the Islamic countries have studied in it.
19. wuguud-il<sup>i</sup>azhar fi masr-iddaaha markaz Saali-w nufuuz kibiir fi-l<sup>i</sup>aalam-il<sup>i</sup>islaami. The presence of Al-Azhar in Egypt gives it (Egypt) a prominent position and great influence in the Islamic world.

### Grammar

#### A. The modals /yadoob/ and /zamaan/.

- |                                     |  |
|-------------------------------------|--|
| yadoobu daxal-il <sup>i</sup> ooda. | He has just entered the room.            |
| yadubhum gum.                       | They have just come.                     |
| zamaanak darast-iddars.             | You must have studied the lesson by now. |
| zamana <sup>i</sup> ha wislit.      | She must have arrived by now.            |

N19.1 These modals are used with bound pronouns and are always followed by the perfect of verbs. The subject of the verb agrees in person and number or gender with the pronoun (cf. N18.1).

#### DRILLS

19.1 T: siñi. hiyya.

S: yadubha siñyit, wi ḥawza timši?

T: inta.

S: yadoobak siñeet, wi ḥaawiz timši?

Continue with other persons, using the following:

salla

libis

daxal

kal

wisil

ḥirif

sammañ

rigiñ

gih

19.2 T: ḥadd-ilfiluus.

S<sub>1</sub> to S<sub>2</sub>: ḥidd-ilfiluus.

S<sub>2</sub>: yadoobi ḥadditha.

S<sub>3</sub> of S<sub>2</sub>: aywa saññ. yadoobu ḥaddaha.

Continue with the following:

saawa-1ooda.

ḥamal-ilwaagib.

?ara-lgawaab.

ṭalab-innimra.

mala-lfingaan.

baṣat-ilṭilba.

bara - 1alam.

xad-ilkulub.

ḥall-ilmasala.

?allu-lḥikaaya.

19.3 T: ḥadd-ilfiluus.

S<sub>1</sub>: ḥiddu-lfiluus.

S<sub>2</sub>: yadubna ḥaddinaaha.

S<sub>3</sub>: ḥidduuha taani.

Continue with the sentences in drill 19.2.

19.4 T: warra-ssaañ-a-1 sañbu.

S<sub>1</sub>: yadubhum warru-ssaañ-a-1 sañibhum.

S<sub>2</sub>: yadubhum warruhaalu.

Continue with the sentences in drill 18.16.

19.5 T: issaañña ba?it wañda. zamaanu wisil.

S<sub>1</sub>: issaañña ba?it wañda. zamanha wislit.

S<sub>2</sub>: issaañña ba?it wañda. zamanhum wislu.

Continue with the following:

<u>siñi</u>	?abilhum	saafir
miši	<u>xarag</u>	?afal
naam	rigiñ	kal
<u>raañ</u>	rikb-il <u>atr</u>	gih

19.6 T: xarag min sañteen. zamaanu wisil. inti.

S: xaragti min sañteen. zamaanik wisilti.

T: humma.

S: xáragu min sañteen. zamanhum wislu.

Continue with other 2nd and 3rd pers. Repeat, substituting for /wisil/:

simiñ kull <sup>i</sup> ñaaga.	tiñib.
rikb-ittayyaara.	šaaf-il <u>mañrad</u> .
xad-il?utubiis.	<u>raañ</u> -ilbeet.
faat ña-lbank.	?aabíl <u>sahbu</u> .

#### B. Verb phrases: Verb I + verb.

nisi-ygiib-iññanta. He forgot to bring the suitcase.

bitiñraf tiñuum? Do you know how to swim?

miš ñayi?dar yiigi. He will not be able to come.

saami miš ?aadír yilñab. Sami is not able to play.

laazim yiññaawil yi?ablu. He must try to meet him.

ñumraha ma ñatiñraf tiñuum. She will never know how to swim.

N19.2 In this construction of verb + verb, only a limited number of verbs (Verb I, given in List 19.1), or active participles derived from them, can occur in first position. The verb may be perfect or imperfect (with or without tense prefixes). In second position, any verb may occur, but only in the imperfect without tense prefixes. Note that the two verbs have the same subject.

This construction may include a modal at the beginning. If the modal has a (bound) pronoun, then it and the subject of the verbs agree in person and number or gender.

DRILLS

LIST 19.1 Verb I

ſirif	<u>?idir</u> (a)	be able
ħaawil	<u>fidil</u> (a)	keep on, continue
ħabb	<u>faddal</u>	prefer
nisi	<u>ibtada</u> (i)	begin

19.7 T: ſamal-ilwaagib.

S<sub>1</sub>: ħawilt<sup>i</sup> tiħmil-ilwaagib?

S<sub>2</sub>: ħawilt.. laakin ma?dirtiš ?aħmilu.

S<sub>3</sub>: niseet ?aħmilu.

Continue with the following:

fataħ-iššanta.

kawa-žžakitta.

wadda-lgawabaat.

ħadd-ilfiluus.

fadda-ddurg.

baaħ-ilħarabiyya.

bara-l'alam.

targim-ilgumla.

tafa-nnuur.

širb-iddawa.

19.8 T: ſamal-ilwaagib.

S<sub>1</sub>: ħawiltu tiħmilu-lwaagib?

S<sub>2</sub>: ħawilna. laakin ma?dirnaaš niħmilu.

S<sub>3</sub>: niseena niħmilu.

Continue with the sentences in drill 19.7.

19.9 ibtada-yzaakir wi ma?dirš<sup>i</sup>-ykammil.

Substitute for /zaakir/:

kal

katab

sammaħ

γanna

?ara

giri

kawa

ħaka-lħikaaya

daras

?allu

ħall-ilmas?ala

ħadd-innaas

19.10 ħayħibbu yiigu walla-yfaddalu mayguuš?

Substitute for /gih/:

kal dilwa?ti

raaħ

dafaħ dilwa?ti

γanna

saafir

?aħad

?ara

nizl-ilbalad

gih

naam

rikib ?atr

kallimhum

19.11 fidlit timši-lyayt-issubñ.

Substitute for /miši/:

simñ-irradyu	<u>bassilu</u>	kallimni
<u>talab</u> -innimra	giri	saa?
katab	širib ?ahwa	baka
zaakir	daras	naada

19.12 ana miš ?aadir ?afham ḥaaga. Substitute:

iḥna	ṭamal	intu	iḥna
?aal	inta	?ara	simiñ
hiyya	<u>talab</u>	na??a	širib
kal	inti	ana	huwwa
humma	nisi	xad	la?a

19.13 fumraha ma ḥatirifraf tifuum li wañdaha. Substitute:

inti	gih	inta	iḥna
saa?	ana	<u>xarag</u>	naam
intu	?ara	ana	rifiñ
radd <sup>i</sup> ḥalee	humma	zaakir	hiyya
iḥna	katab	siḥi	?añad

C. Derived verbs: /it-/ prefix with /katab/ and /rama/-types.

katab-ilgawaab.	He wrote the letter.
ilgawaab-itkatab.	The letter was/has been written.
biyiktib-ilgawaab.	He is writing the letter.
ilgawaab biyitkitib.	The letter is being written.
fihm-iddars.	He understood the lesson.
iddars-itfaham.	The lesson was/has been understood.
iddars <sup>i</sup> -byitfihim.	The lesson can be understood (is understandable).
bana-lbeet.	He built the house.
ilbeet-itbana.	The house was/has been built.
ilbeet biyitbini.	The house is being built.
nisi-lḥikaaya.	He forgot the story.
ilḥikaaya-tnasit.	The story was/has been forgotten.
ilḥikaaya miš ḥatitnisi.	The story will not be forgotten.

N19.3 Derived verbs with the /it-/ prefix are passive. Although grammatically there is a subject, no agent is expressed. 'The letter was written by him' can be expressed in Arabic only by using the simple (active) form of the verb: 'He wrote the letter.' The form of the prefix is commonly /it-/, however /in-/ also occurs.

The vowel patterns of verbs derived from the simple verbs of the /katab/ and /rama/-types are predictable. All perfect stems have the form itCaCa(C) and all imperfect stems itCiCi(C). All such derived verbs hence belong to the /i/ class, regardless of the class to which the simple verbs belong.

The participle of these verbs has the form mitCiCi(C): /mitkitib/, /mitnisi/. However, the passive participle of /katab/, /rama/ (and /habb/)-type verbs is more commonly used than the participles of the derived verbs; hence /maktuub/ is preferred to /mitkitib/.

#### DRILLS

##### LIST 19.2 Verbs

garañ (a)	wound	itgarañ (i)
wagañ (a)	hurt	itwagañ (i)
sara? (a)	steal	itsara? (i)
na?al (i)	transfer	itna?al (i)
yalab (i)	defeat	ityalab (i)
<u>fasal</u> (i)	expel	it <u>fasal</u> (i)
ħabas (i)	imprison	itħabas (i)
<u>basat</u> (i)	please	it <u>basat</u> (i)

19.14 T: fatañ-ilbaab.

S<sub>1</sub>: ilbaab-itfatañ.

S<sub>2</sub>: ilbaab ħayitfitiñ.

Continue with the following:

simñ-iss <u>cot</u> .	sara?-il?alam.	mada- <u>lgawaab</u> .
ħirf-ilħikaaya.	nisi-lħikaaya.	bana- <u>lbeet</u> .
fihm-iddars.	<u>fasal</u> -ittilmiziż.	mala-ddurg.
dafañ-ilmixalfa.	?afal-il?ilba.	?ara- <u>lħikaaya</u> .
<u>kasar</u> -ilkursi.	?amal-ilwaagib.	tafa- <u>nnuur</u> .
rama-lwára?a.	misk-ilħaraami.	ħabas-ilħaraami.

19.15 T: fatañ-ilbaab.

S<sub>1</sub>: ilbabeen dool-itfátañu.

S<sub>2</sub>: ilbabeen dool ḥayitfitñu bañd<sup>i</sup>-šwayya.

Continue with the sentences in drill 19.14.

19.16 T: širb-il<sup>i</sup>ahwa.

S: il<sup>i</sup>ahwa di matitširibš<sup>i</sup> ?ábadan.

Continue with the following:

kasar-ilfingaan.

nisi-lñikaaya.

lib<sup>s</sup>-ižžakitta.

ñaka-lñikaaya.

rikb-ilatr.

?amal-ilñaga di.

19.17 T: gárañu. ana.

S<sub>1</sub>: garañuuni.

S<sub>2</sub>: itgarañt.

T: inti.

S<sub>1</sub>: garañuuki.

S<sub>2</sub>: itgarañti.

Continue with other persons, using the following:

basat

wagañ

γalab

misik wi ñabas

fasal

na?al min masr<sup>i</sup> li-skindiriyya

19.18 T: gárañu. ana.

S<sub>1</sub>: ḥayigrañuuni.

S<sub>2</sub>: miš ñatgiriñ.

Continue with other persons, using the verbs in drill 19.17.

19.19 T: fatañ-ilbaab.

S<sub>1</sub>: ilbaab maftuuñ?

S<sub>2</sub>: la?. lissa matfatañš.

S<sub>3</sub>: ḥayitfitiñ bañdeen.

Continue with the sentences in drill 19.14.

D. Subordinators.

kallimtaha. ?axuuha gih.	I spoke to her. Her brother came.
kallimtaha lamma gih ?axuuha.	I spoke to her when her brother came.
lamma gih ?axuuha kallimtaha.	When her brother came, I spoke to her.
ňakallimha. ňaagi.	I will speak to her. I will come.
ňakallimha ?awwil m-aagi.	I will speak to her as soon as I come.
ňakallimu. ?axuu ňayiigi.	I will speak to him. His brother will come.
ňakallimu ?abl <sup>i</sup> ma yiigi ?axuu.	I will speak to him before his brother comes.
ňakallimu ?abl <sup>i</sup> ?axuu ma yiigi.	I will speak to him before his brother comes.
istanni. ňayiigi.	Wait. He will come.
istanni lamma yiigi.	Wait until he comes.

N19.4 Subordinators (cf. N5.4) are uninflected and are used to link two sentences, the second of which must be verbal. If the verb in sentence<sub>1</sub> is perfect, the verb in sentence<sub>2</sub> must also be perfect. If the first is imperfect or imperative, the second must be imperfect without tense prefixes. Note that when a verbal sentence with a free subject occurs after a subordinator, the usual order of free subject + verb (N3.4) is commonly reversed: subordinator + verb + free subject. A free subject may also precede the /ma/ of the subordinator.

Two different sequences are possible: sentence<sub>1</sub> + subordinator + sentence<sub>2</sub>, or subordinator + sentence<sub>2</sub> + sentence<sub>1</sub>.

In sentences linked by the subordinators /?abl<sup>i</sup> ma/ or /min yeer ma/, the verb in sentence<sub>2</sub> is only imperfect without tense prefixes; the verb in sentence<sub>1</sub> may be perfect or imperfect. Other subordinators link sentences with verbs in the perfect or the imperfect. Note that /lamma/ is translated either 'when' or 'until'.

Note the elision that takes place if the subordinator immediately precedes a 1 s. verb in the imperfect; hence /lamma/ + /?aktib/ is /lamm-aktib/, or /?awwil ma/ + /?aagi/ is /?awwil m-aagi/ (cf. N7.4).

DRILLS

LIST 19.3 Subordinators

lamma	when, until
baʃd <sup>i</sup> ma	after
?awwil ma	as soon as
saaʃit ma	at the time that
liɣaayit ma	until
min yeer ma	without
?abl <sup>i</sup> ma	before

19.20 T: ?areet-ilgawaab. madeet-ilgawaab.

S<sub>1</sub>: ?areet-ilgawaab wi baʃdeen madeetu.

S<sub>2</sub>: baʃd<sup>i</sup> ma ?areet-ilgawaab madeetu.

S<sub>3</sub>: madeet-ilgawaab baʃd<sup>i</sup> ma ?areetu.

Continue with the following using /baʃd<sup>i</sup> ma/:

nizl-ilbalad. dafaʃ-ilmixalfa. (lamma)

ʃamalna-lwaagib. xaragna. (baʃd<sup>i</sup> ma)

tafit-innuur. naamit. (min yeer ma)

katabli. raddeet ʃalee. (?awwil ma)

ilʃarabiyya faatit. ʃadda-ʃʃaariʃ. (?abl<sup>i</sup> ma)

wa?afni. daffaʃni-mxalfa. (baʃd<sup>i</sup> ma)

ʃadd-ilfiluus. ʃatt-ilfiluus fi-ddurg. (liɣaayit ma)

baaʃ-ilʃarabiyya. saafir. (lamma)

salliftu-lfiluus. bana-lbeet. (lamma)

dárabu-lħaraami. ħábasu-lħaraami. (min yeer ma)

In drills 19.21-25, use the subordinator given in the drill and continue with the sentences in 19.20.

19.21 T: ?areet-ilgawaab. madeet-ilgawaab.

S<sub>1</sub>: ?areet-ilgawaab wi baʃd<sup>i</sup> kida madeetu.

S<sub>2</sub>: ?areet-ilgawaab ?abl<sup>i</sup> m-amdi.

S<sub>3</sub>: madeet-ilgawaab baʃd<sup>i</sup> ma ?areetu.

19.22 T: ?areet-ilgawaab. madeet-ilgawaab.

S<sub>1</sub>: ?areet-ilgawaab wi ħaalan madeetu.

S<sub>2</sub>: ?awwil ma ?areet-ilgawaab madeetu.

S<sub>3</sub>: madeet-ilgawaab ?awwil ma ?areetu.

- 19.23 T: ?areet-ilgawaab. madeet-ilgawaab.  
 S<sub>1</sub>: madeet-ilgawaab laakin ma?arituuš.  
 S<sub>2</sub>: madeet-ilgawaab min yeer m-a?raa.
- 19.24 T: ?areet-ilgawaab. madeet-ilgawaab.  
 S<sub>1</sub>: madeet-ilgawaab saafit ma ?areetu.  
 S<sub>2</sub>: madeet-ilgawaab lamma ?areetu.
- 19.25 T: ?areet-ilgawaab. madeet-ilgawaab.  
 S<sub>1</sub>: mamadits - ilgawaab-illa baſd<sup>i</sup> ma ?areetu.  
 S<sub>2</sub>: mamadits-ilgawaab lamma ?areetu.  
 S<sub>3</sub>: mamadits-ilgawaab liyaayit ma ?areetu.
- 19.26 T: ?areet-ilgawaab. madeet-ilgawaab. lamma.  
 S<sub>1</sub>: madeet-ilgawaab lamma ?areetu.  
 S<sub>2</sub>: hamdi-lgawaab lamm-a?raa.  
 S<sub>3</sub>: imdu-lgawaab lamma ti?ruu.  
 Continue with the sentences in drill 19.20, using the subordinators in parentheses.

#### SUPPLEMENTARY DRILLS

19.27 mabyi?darš<sup>i</sup> yudxul-ilgamfa min yeer ma yiñfaz-ilqur?aan.

Substitute for /yifaz-ilqur?aan/.

study Arabic	read the Quran
go abroad	obtain a certificate
go to a secondary school	pass the exam
bring a certificate	be transferred to Cairo
speak English	obtain a fellowship

19.28 fii talat talaaf taalib ?agnabi fi-lgamfa. Substitute:

200 Arab students	9 American students
12 French students	16 American students
48 Egyptian students	3500 foreign students
17 German students	70 Spanish students
10 Syrian students	62 Syrian students

Conversation

1. marra 'asad wi diib wi taʃlab  
xáragu maʃa bafd<sup>i</sup> yistaadu.
2. il'asad-istaad yazaal wi 'aal  
li-ddiib.
3. inta raagil ũa??aani. i'sim  
-ilyazaal binna-ʃna-ttalaata.
4. fa-ddiib fakkar wi 'aal.  
xalliina niddi-ttaʃlab rigl.
5. w-ana 'aaxud rigl. wi-lbaa'i  
ʃalaʃaanak.
6. fa-l'asad-ityaaz wi hagam ſa  
-ddiib wi 'ataʃlu raasu.
7. wi-ltafat li-ttaʃlab wi 'allu.
8. ana aʃraf-innak raagil ſaadil  
wi ũakiim.
9. i'sim-ilyazaal binna-ʃna  
litneen. laʃsan-ilwaañid  
gaaʃ wi ſaawiz yaakul.
10. fa-ttaʃlab 'allu. itfaddal  
ʃhadritak kul lamma tiʃbaʃ.
11. illi yifdal minnak yikfiini wi  
-zyaada.
12. il'asad-istayrab 'awi mi-ttaʃlab  
wi-'allu.
13. ya salaam. da-nta ſaadil min  
õa??<sup>i</sup> wi ũa?ii?.

## TWO FABLES

Once a lion, a wolf, and a fox went out together to hunt.

The lion caught a gazelle and said to the wolf,

"You are an honorable fellow. Divide the gazelle among the three of us."

"And the wolf thought about it and said,  
"Let us give the fox a leg,

and I will take a leg; the rest is for you."

Then the lion became angry and attacked the wolf and cut off his head.

Then he turned to the fox and said,

"I know that you are a just and a wise fellow..

Divide the gazelle between the two of us. For one is hungry and wants to eat."

Then the fox said to him, "Please eat until you have had enough.

That which is left will suffice for me and be more than enough."

The lion was very surprised at the fox and said to him,

"Do tell! You are indeed just!

14. bass<sup>i</sup> ?aňibb<sup>i</sup> ?ařraf gibt  
-innabaaha di-mneen,  
Only I would like to know, where did  
you get this wisdom?"

15. fa-ttařlab ?aal. min raas  
-iddiib-illi-t?átařit.  
And the fox said, "From the wolf's  
head which got cut off."

---

1. marra kaan yuraab waa?if ſala  
šagara-w ſaayil ſittit laňma-f  
fummu. Once there was a crow perching on a  
tree and holding a piece of meat  
in his mouth.

2. ſaafu tařlab. fa ſabb<sup>i</sup> yiňtaal  
ſalee-w yisra?-illaňma minnu. A fox saw him and wanted to play a  
trick on him and take the meat  
away from him.

3. fa ?arrab minnu-w ?aal. nahaarak Then he approached him and said,  
ſaňiid. nawwart<sup>i</sup> ſittitna. "Good day. I am delighted to  
see you."

4. iłyuraab maraddiš ſašaan fummu  
kaan malyaan. The crow did not reply because  
his mouth was full.

5. lamma-ttařlab ſaaf-inn-ilňiila  
-1?awwilaniyya maniffits ,  
?allu. When the fox saw that the first  
trick did not succeed, he said  
to him:

6. ?aňibb<sup>i</sup> ?ahanniik ſala sootak  
-ilbadiiř. "I would like to congratulate you  
on your magnificent voice.

7. simiňtu-mbaariň wi ſagabni ?awi. I heard it yesterday and it pleased  
me very much.

8. liyya ſandak raga. tismaň  
tisammaňni-ssoot-ilmalayki  
da taani, I have a favor to ask of you.  
Would you please let me hear  
this angelic voice again?"

9. iłyuraab-imbasat mi-lkalaam da  
wi-tnafax wi-btada-yyanni. The crow was delighted with these words  
and was proud and began to sing.

10. fa-llañma wi?ñit ña-1<sup>ard</sup>. fa      The meat fell to the ground. Then the  
       xadha-ttañlab wi miši-w               fox took it, walked away, and said  
       ?aal li-lyuraab.                         to the crow:
11. biyithayya?li bañd<sup>i</sup> kull<sup>i</sup>      "It seems to me after all that your  
       -ñsaab-inn<sup>i</sup> lañmak ?alazz<sup>i</sup>       meat is more enjoyable (delicious)  
       min lañnak.                                 than your tune."

### Grammar:

#### A. Verb phrases: Verb II + verb.

raañ gaab-ilkitaab.	He went and brought the book.
raañ yigiib-ilkitaab.	He went to bring the book.
hayruuñ yigiib-ilkitaab.	He will go to bring the book.
saami xaarig yilñab.	Sami is going out to play.
?añad kal.	He sat down and ate.
?añad yaakul.	He sat down to eat/ate on and on.
biyu?ñud yaakul.	He is sitting down to eat.
fali ?aañid yaakul.	Ali is sitting and eating/ is eating on and on.

N20.1 In this construction of verb + verb, again only a limited number of verbs (Verb II, given in List 20.1), or active participles derived from them, can occur in first position (cf. N19.2). The verb (Verb II) may be perfect or imperfect (with or without tense prefixes). In second position, any verb in the perfect or the imperfect without tense prefixes may occur. Restrictions on sequences are as follows: If Verb II is perfect, it may be followed by either the perfect or the imperfect; if it is imperfect or the participle, it can be followed only by the imperfect. Note that the two verbs have the same subject.

This construction may include a modal at the beginning. If the modal has a (bound) pronoun, then it and the subject of the verbs agree in person and number or gender.

## DRILLS

### LIST 20.1      Verb II

<u>xarag</u>	gih
daxal	<u>raañ</u>
?aÑad	nizil
wi?if	<u>tilif</u> (a) go up, climb

In drills 20.1-4, continue with the sentences in drill 19.7.

20.1 T: ſamal-ilwaagib.

S<sub>1</sub>: raañu yiñmilu-lwaagib.

S<sub>2</sub>: lee, iñna ſamalnaa xalaas.

20.2 T: ſamal-ilwaagib.

S<sub>1</sub>: marañš<sup>i</sup> yiñmil-ilwaagib.

S<sub>2</sub>: tab, ana ñaruuñ ?aÑmilu.

20.3 T: ſamal-ilwaagib.

S<sub>1</sub>: ñadd<sup>i</sup> raañ yiñmil-ilwaagib?

S<sub>2</sub>: aywa, ſali raañ yiñmilu.

S<sub>3</sub>: la?. ?amiira ñatruuñ tiñmilu bukra.

20.4 T: ſamalt-ilwaagib.

S<sub>1</sub>: ſamalt-ilwaagib?

S<sub>2</sub>: ?aywa, ruñt<sup>i</sup> ſamaltu-mbaariñ.

S<sub>3</sub>: la?. ñaruuñ ?aÑmilu bukra.

20.5 intu gayin tizakru.

Substitute, using the verbs in drill 19.9.

20.6 ?áÑadit timši-lyayt-issubñ.

Substitute, using the verbs in drill 19.11.

20.7 daxalna-nkallim-ilmudiir. Substitute:

libis	<u>salla</u>	?afal-iddulaab
dafañ	<u>yanna</u>	sallim ſaleeha
zaakir	<u>kal</u>	šaaf-issaafa
naam	?alañ	?abl-ilmudiir
?ara	<u>sa'al</u>	nadaa
<u>bass</u>	<u>širib</u>	gaab-iššanta

20.8 dáxalit kallimit-ilmudiir wi xáragit fala yafla.

Substitute, using the verbs in drill 20.7.

20.9 humma daxliin yikallimu-lmudiir.

Substitute, using the verbs in drill 20.7.

B. More derived verbs with /it-/.

baaf-il <u>f</u> arabiyya.	He sold the car.
il <u>f</u> arabiyya-tbaafit.	The car was/has been sold.
biybii <u>f</u> -il <u>f</u> arabiyya.	He is selling the car.
il <u>f</u> arabiyya-btitbaaf.	The car is being sold.
biy <u>f</u> idd-ilfiluus.	He is counting the money.
ilfiluus bitit <u>f</u> add.	The money is being counted.
iddars-it <u>f</u> assar.	The lesson was/has been explained.
iddars <sup>i</sup> ḥayit <u>f</u> assar.	The lesson will be explained.
fali kallim ʔahmad.	Ali spoke to Ahmad.
fali-tkallim.	Ali spoke.

N20.2 Like derived verbs with /it-/ of the /katab/ and /rama/-types (N19.3), derived verbs of the /šaaf/ and /ḥabb/-types are passive. Note that these four types have simple stems (N14.5).

However, derived verbs of the /kallim/, /yanna/, /zaakir/, and /naada/-types (which already have derived stems) with /it-/ may or may not be passive. /itfassar/ is passive, but /itkallim/ is not. /kallim/ can be used only with an object; /itkallim/ is used intransitively. The meanings of these /it-/ derivations are not predictable and must be learned.

Derived verbs with /it-/ of all types except /katab/ and /rama/ have the same vowel patterns as do the forms without /it-/. Further, all of these derived verbs have the same stems in the perfect and the imperfect. They hence belong to Class I (N8.5) regardless of the class to which the forms without /it-/ belong.

The participle again has /mi-/: /mitbaaf/, /mitfadd/, /mitkallim/.

The irregular verb /kal/ (N15.2) has a passive with /it-/: perfect /ittaakil/ and imperfect /ittaakil/.

DRILLS

LIST 20.2 Verbs

itmašša	take a walk	itnaa'is	discuss, argue
ityadda	have lunch	itxaani?	quarrel
itfassha	have dinner	itball	get wet
itħassin	improve	itxadd	get scared

20.10 T: baañ-ilʃarabiyya.

S<sub>1</sub>: ilʃarabiyya-tbaañit.

S<sub>2</sub>: ilʃarabiyya ḥatitbaañ.

Continue with the following:

šaal-iʃsanta min hina.

kabb-il<sup>?</sup>ahwa.

saab-ilʃilba.

ball-ilbadla.

sadd-ittarii?

ḥatt-ilkitaab fa-ttarabeeza.

ḥall-ilmas'ala.

xadd-irraagil.

ṭadd-ilfiluus.

?assis-ilgamfa.

yaaz-il<sup>?</sup>asad.

?iblu-ttaalib fi-lgamfa.

basat-ilʃuraab.

?atañ raasu.

20.11 T: itkallim.

S<sub>1</sub>: itkallimu maña bafd.

S<sub>2</sub>: itkallimna maña bafd.

S<sub>3</sub>: binitkallim maña bafd.

Continue with the following:

itmašša

itfassañ

itnaa'is

itxaani?

itfassha

itfarrag fa-lbalad

ityadda

itxarrag

20.12 T: itkallim.

S<sub>1</sub>: huwwa-ntu-tkallimtu maña bafd?

S<sub>2</sub>: aywa, iñna mitkallimiin maña bafd.

Continue with the verbs in drill 20.11.

20.13 T: itkallim.

S<sub>1</sub> to S<sub>2</sub>: itkallimt<sup>i</sup> maʃaa?

S<sub>2</sub>: la?. laakin ?aňibb<sup>i</sup> ?atkallim maʃaa.

Continue with the verbs in drill 20.11.

20.14 T: itkallim kitiir. inti.

S: itkallimti-ktiir.

Continue with other persons, using the following:

it?axxar ?awi.

itħassin fi-lfáribi.

itfaššim xeer.

itwazzaf fi-lkuuma.

itfallim fáribi.

itxassas fi-lkimya.

itmašša-b surfa.

ityaaz minnu.

itfassah fi-lbalad.

itbasaat minnu.

20.15 T: itkallim kitiir.

S<sub>1</sub>: itkallimna-ktiir.

S<sub>2</sub>: binitkallim kitiir.

Continue with the sentences in drill 20.14.

Repeat, using 2 p., then 3 f. forms.

### C. Intensifiers.

il'alam da miš kuwayyis ?ábadan.

This pencil is no good at all.

magiriis bi surfa ?ábadan.

He did not run fast at all.

huwwa zaflaan ?awi.

He is very angry.

huwwa zaflaan ?awi ?awi.

He is very, very angry.

miši bi-šweeš ?awi.

He walked very slowly.

?abuu yani giddan.

His father is very rich.

saa? bi surfa giddan.

He drove very fast.

ilwalad da šaatir xaalis,

The boy is extremely clever,

wi-ttaani miš šaatir xaalis.

and the other is not clever at all.

il'ahwa suxna-ktiir.

The coffee is very hot.

il'ahwa suxna-šwayya.

The coffee is rather hot.

N20.3 Intensifiers are uninflected and occur in construction with adjectives or manner complements.

/?ábadan/ is used only in negative constructions. The other intensifiers may be used in affirmative or negative constructions.

In meaning, these intensifiers show gradations which are not readily matched in English. /?awi/, /giddan/, and /kitiir/ are roughly equivalent and can be translated by 'very'. /?ábadan/ and /xaalis/ are more than 'very', and /šuwayya/ is less.

#### DRILLS

20.16 T: il?ahwa suxna.

S<sub>1</sub>: il?ahwa suxna-šwayya.

S<sub>2</sub>: il?ahwa suxna ?awi.

S<sub>3</sub>: il?ahwa mis suxna ?ábadan.

Continue with the following:

ilñikaaya yariiba.

ilgamña-kbiira.

iddawa yaali.

ittayyaara sariña.

masr<sup>i</sup>-bñida.

ižzakitta wasña.

illuya di sañba.

iddinya bard.

il?afandi tañbaan.

issoot ñaali.

20.17 T: miši bi-šweeš ?awi.

S<sub>1</sub>: mamšiš bi-šweeš ?awi.

S<sub>2</sub>: mamšiš bi-šweeš ?ábadan.

S<sub>3</sub>: miš ñayimši bi-šweeš ?ábadan.

Continue with the following:

saa? bi surña giddan.

itmašša ñala mahlu ?awi.

naam kuwayyis ?awi.

it?axxar kitiir ?awi.

baka-ktiir giddan.

biyitxadd<sup>i</sup> bi-shuula giddan.

20.18 Repeat drill 20.17, using 3 f. and 2 p. verbs.

#### D. Predicate complements.

sammu-lwalad ?añmad.

They named the boy Ahmad.

?ayyinuu naazir.

They appointed him principal.

?ayyinuhum nuzzaar.

They appointed them principals.

la?eet-iddurg<sup>i</sup> faadi.

I found the drawer empty.

la?eet-iššanta fadya.

I found the suitcase empty.

mala-lfingaan mayya.

He filled the cup with water.

N20.4 A few verbs (given in List 20.3) may be used with an object (noun or pronoun) and a predicate complement (noun or adjective). If the complement is an adjective or a noun of personal reference, the complement and the object agree in gender or number.

Note that with a few verbs (items (i) in List 20.3) the predicate complement can be only a noun.

#### DRILLS

##### LIST 20.3      Verbs

(i)	samma (a)	name	(ii)	ħasab (i)	reckon, consider
	ħayyin	appoint			
	intaxab (i)	elect		ħamal	
	mala			la?a	

- 20.19 T: sammuu ?ism<sup>i</sup> ḥáribi. ana.  
S: sammuuni ?ism<sup>i</sup> ḥáribi.  
T: inti.  
S: sammuuki ?ism<sup>i</sup> ḥáribi.

Continue with other persons, using the following:

ħayyinuu mudarris.	ħamaluu ?ustaaaz
biyiħsibuu ħaraami.	la?uu raagil tayyib.
intaxabuu mudiir.	biyiħsibu masri.

- 20.20 T: sammu-lwalad ?aħmad.  
S<sub>1</sub>: ilwalad-itsamma ?aħmad.  
S<sub>2</sub>: il?awlaad-itsammu ?aħmad.

Continue with the following:

ħayyinu-lmudarris ?ustaaaz fi-lgħamfa.
ħasabt-issawwa? ħaraami.
ħamalu-raagil düktoor.
mala-lfilba-fluus.

- 20.21 T: sammu-lwalad samiir.  
S<sub>1</sub>: ilwalad mitsammi samiir.  
S<sub>2</sub>: il?awlaad mitsammiyyiin samiir.  
Continue with the sentences in drill 20.20.

### SUPPLEMENTARY DRILLS

20.22 itfaddal kul. Substitute:

ask	ride	write
enter	sign	read
sit down	take	speak
drink	look	have supper
divide	eat	cross the street

20.23 ilwaañid gaañ wi ſaawiz yaakul. Substitute:

is tired, sit	read a lot, sleep
ask, know	is imprisoned, get out
study, pass	is scared, walk away
travel a lot, arrive	graduate, find employment
is late, run	is hungry, have supper

20.24 ſaawiz ?aſraf gibt-innabaaha di-mneen, Substitute:

- Why is English important?
- Which is the most important language in Egypt?
- How many languages do you know?
- How many universities are there in Egypt?
- Which is the largest university of them?
- When was Cairo University founded?
- Why are these people sitting here?
- Where do you want me to send this letter for you?
- Which is the oldest Islamic University in the world?
- How many students are there in Al-Azhar?

20.25 ḥabbu yiñtaalu ſalēe. Substitute:

steal the watch from him	enter the university
approach him	learn the Quran by heart
congratulate her	specialize in physics
divide the money among them	excuse himself
pass the exam	wait
make a big fuss	punish him
defend her	appoint him director

Conversation

## CAIRO

1. ilgahira ?akbar madiina-f  
?ifriqya wi-ssar?-il?awsat. Cairo is the largest city in Africa and the Middle East.
2. ſadad sukkhañha ſawaali  
?arbafa milyoon. The number of its inhabitants is about four million.
3. wi laha ?ahammiyya tigariyya-w  
sagafiyya-kbiira ?awi, It is of very great commercial and cultural importance,
4. li ?innaha ſála?it-il?ittisaal  
 been-iſſar?<sup>i</sup> wi-lyarb. in that it is the link between east and west.
5. wi hiyya-1markaz-irra?iisi li  
 -lñukuuma wi-lhay?aat-iſsiyasiyya wi-ddiniyya wi-1muwaslaat wi-ssañaafa. It is also the main center of the government, the diplomatic corps, the religious authorities, communications and the press.
6. fi-lgahira gamfaat wi mactabaat wi mataañif wi ?amaakin ?asariyya -ktiir. In Cairo there are also universities and many libraries, museums, and historical sites.
7. daar-ilkuſub-ilmasriyya maktaba muhimma, fiiha kutub wi maxtutaat ?adiima bañdaha mi-lgarn-iſſaabif. The Egyptian Library is an important library, with books and old manuscripts some of which are from the 7th century.
8. wi fiiha nusax ?adiima mi-lgur?aan bi-lxatt-ilkuufi. It also has old copies of the Quran in Kufi script.
9. ilmatñaf-ilmasri fii ?akbar magmuufa mi-lasaar-ilfarfuniyya fi-1ñaalam. The Egyptian Museum has the largest collection of Pharaonic antiquities in the world.
10. ilgahira fiiha ?aňyaa? kitir minha masr-il?adiima-w masr-ilgidiida wi-zzamaalik. There are many sections in Cairo, among them Old Cairo, Heliopolis (New Cairo), and Zamalik.

11. masr-il'adiima fiiha 'amaakin  
       'adiima li-l'iibaada min  
       gawaamif wi kanaayis.
12. 'a'dam gaamif fi masr<sup>i</sup> gaamif  
       'amr.
13. 'amr-ibn-il'aas huwwa-lqaa'ido  
       -il'sáribi-lli fatan masr<sup>i</sup>-f sanit  
       suttu miyya waanid wi 'arbi'iin,
14. wi bana-lgaamif wi 'assis 'awwil  
       madiina 'arabiyya-f masr<sup>i</sup>-w  
       sammaaha-lfustaat.
15. ba?a-smaha-lqahira bafd-ilqaa'ido  
       goohar ma fatan masr.
16. ilmasaafa been masr-ilgidiida wi  
       -lqahira tamanya kilumitr<sup>i</sup>  
       ta?riiban.
17. ?assisitha širk balžikiyya-f  
       sanit 'alf, tusfu miyya-w xamsa.
18. 'adad sukkanta ūawaali miit 'alf,  
       wi fiiha ganaayin wasfa-w  
       mayadiin gamila.
19. 'ala bufd-itnaašar kilumitr<sup>i</sup> min  
       wast-ilqahira 'ahraam-ilgiiza-w  
       'abu-lhool.
20. ilharam-ilkibiir-itbana ūawaali  
       talat talaaf sana 'abl-ilmilaad.
21. masr<sup>i</sup> fiiha 'ahraam kitir-itbanit  
       fašaan tikuun ma?aabir li-lfarañna.
22. ilqahira madiina latiifa giddan li  
       'innaha-btigmaf been-il'adiim wi  
       -lgidiid wi been-iššar<sup>i</sup> wi-lyarb.
- In Old Cairo there are old places  
       of worship, mosques, churches  
       and synagogues.
- The oldest mosque in Egypt is the  
       Mosque of Amr.
- Amr ibn al-Aas is the Arab general  
       who conquered (opened) Cairo in  
       641,
- built the mosque, and founded the  
       first Arabic city in Egypt and  
       called it Fustat.
- Its name became Cairo after General  
       Gohar conquered Egypt.
- The distance between Heliopolis and  
       Cairo is about eight kilometers.
- A Belgian company founded it in  
       1905.
- Its inhabitants number about 100,000  
       and in it are large parks and  
       beautiful squares.
- At a distance of twelve kilometers  
       from the center of Cairo are the  
       pyramids of Giza and the Sphinx.
- The Great Pyramid was built about  
       3,000 years B.C.
- In Egypt there are many pyramids,  
       built as tombs for the Pharaohs.
- Cairo is a very interesting city  
       because it combines the old and  
       the new, and east and west.

## Grammar

### A. Verb phrases: Verb I + Verb II + verb.

ħabb <u>yuxrug</u> yilħab.	He wanted/liked to go out to play.
ħayħaawil yiigi yismaħ-ilmuħadra.	He will try to come to listen to the lecture.
?axuuya miš ?aadir yiruuħ yigibhum.	My brother is not able to go to bring them.
laazim yiħaawil yiigi yismaħ -ilmuħadra.	He must try to come to listen to the lecture.

N21.1 In the construction of verb + verb + verb, only those verbs identified as Verb I (List 19.1) can occur in first position, and only those identified as Verb II (List 20.1) can occur in second position. Any verb may occur in third position. Verb I may be perfect or imperfect (with or without tense prefixes), or the active participle. Verbs in second (Verb II) and third positions can be only in the imperfect without tense prefixes. All three verbs have the same subject.

This construction may include a modal at the beginning. If the modal has a (bound) pronoun, then it and the subject of the verbs agree in person and number or gender (cf. Notes 19.2 and 20.1).

Note that a verb phrase is a construction consisting of one, two, or three verbs, or a participle followed by one or two verbs. The construction may include a modal at the beginning. The minimum verb phrase hence consists of one verb; the maximum is a sequence of modal + verb/participle + verb + verb.

## DRILLS

### LIST 21.1 Verbs

?idir	xarag	itfassah
ħabb	raaħ	itfarrag
ħaawil	gih	ityadda
nisi		itmaħħsa
faddal		simiñ

21.1 *ħabb<sup>i</sup> yuxrug yitfassaħ.*

- a. Substitute in the position of /ħabb/.
- b. Substitute in the position of /yuxrug/.
- c. Substitute in the position of /yitfassaħ/.
- d. Substitute in any one of the three positions.

In drills 21.2-7, follow the instructions given in drill 21.1.

21.2 *ħanħibb<sup>i</sup> nuxrug nitfassaħ.*

21.3 *mabiyħibbuuš yuxrugu yitfassaħu.*

21.4 *ana miš ħaabib ?axrug ?atfassaħ.*

21.5 *yimkin tiħibb<sup>i</sup> tuxrug titfassaħ.*

21.6 *fümrik ma ħabbeeti tuxrugi titfassaħi.*

21.7 *ya fali. ħatħibb<sup>i</sup> tuxrug titfassaħ, walla la?*

B. Verb phrases with /laazim/ and /yimkin/.

laazim yizaakir.	He must study.
laazim zaakir.	He must have studied.
laazim biyzaakir.	He must be studying.
laazim ħayzaakir.	He will probably study.
yimkin ti'ra-lgawaab.	She may read the letter.
yimkin ?arit-ilgawaab.	She may have read the letter.
yimkin biti'ra-lgawaab.	She may be reading the letter now.
yimkin ħati'ra-lgawaab.	She may read the letter soon.

N21.2 These modals are used without (bound) pronouns and, unlike all other modals, may be followed by the perfect or the imperfect (with or without tense prefixes). Note that, depending on the form of the verb, these phrases have different meanings.

In the phrase /laazim/ + imperfect without tense prefixes, either the modal or the verb may be negated: /miš laazim yizaakir/ 'he does not have to study' or /laazim mayzakirš/ 'he must not study'. In all other phrases only the verb may be negated.

DRILLS

21.8 T: intu na'saniin. naam.

S: intu na'saniin. laazim tinaamu.

Continue with the following:

it<sup>i</sup>axxarti lee, gih badri.

sihirna-ktiir-imbaariñ. naam badri-lleela.

hiyya bardaana. daxal guwwa,

wi<sup>i</sup>ifna-ktiir. ?afad.

sa<sup>i</sup>alhum su<sup>i</sup>aal. radd<sup>i</sup> ?alee.

hiyya fawza-tkallimak. faat ?aleeha.

sa<sup>i</sup>ti wi<sup>i</sup>fit. malaaha.

ilwára<sup>i</sup>a di-btañtak. madaaha.

issitt<sup>i</sup>-btañtu fayyaana. xadha li-dduktoor.

inta ?aañid hina-ktiir. xarag-itfassañ.

misku-lñaraami. ñábasu.

saa<sup>i</sup> bi surñä ?awi. ilñaskari-ddaa-mxalfa.

21.9 T: geena waxri.

S: miš laazim niigi waxri.

Continue with the following:

ñameeti fannu.

saddeetu-ÿsaariñ.

siñyit badri.

xaaf min-ilñaskari.

niseetu-lmañaad.

nizilt-ilbalad.

mišyu-b surñä.

kasartu-lñilba.

da??u f-a-lbaab.

dafañt<sup>i</sup>-mxalfa..

wisilna waxri.

dáxalit-il?ooda.

21.10 T: il<sup>i</sup>awlaad miš hina. xarag.

S: il<sup>i</sup>awlaad miš hina. laazim xáragu.

Continue with the following:

giryu-b surñä. xaaf.

ilmahfaza miš wayyaaha. nisiiha fi-lbeet.

nagañtu fi-l<sup>i</sup>imtiñaan. zaakir kitir.

?amiira magats<sup>i</sup>-lñissa. siñyit waxri.

kaanu fi-lbeet. simñ-issoot.

biyimšu li-lgamfa kull<sup>i</sup> yoom. baañ fáarabiyyitu.  
'aluuli-lhikaaya. ?araaha fi-lgurnaal.  
zeenab miš hina. xarag.  
išsanta miš wayyaahum. sabha fi-lbeet.  
innuur bitaʃhum matfi. naamu.  
maradditš<sup>i</sup> fálayya. masmiňš.

21.11 T: biyruuñ-ilmadrasa-zzaay, miši.

S: laazim biyimši.

Continue with the following:

biyruuñ-ilmadrasa-zzaay, rikib ?utubiis.  
inta-btiñraf faransaawi-kwayyis. ?ara kutub kitir.  
añmad fi-lbeet. katab gawaab.  
daragatha-kwayyisiin. zaakir kitir.  
fihmu-lmuñadra. firif fáarabi-kwayyis.  
maradditš<sup>i</sup> fálayya. mařrifš<sup>i</sup> fáarabi.  
gih bi-l<sup>?</sup>atr. mañabbiš yírkab tayyaara.  
maxaditš<sup>i</sup> fáarabiyya. mařrifš<sup>i</sup>-ysuu?.

21.12 T: issama-myayyima. mattar.

S: issama-myayyima. laazim ħatmattar.

Continue with the following:

añmad ħaysaafir. xad fáli mañaa.  
ilmasaafa-bñida. raañu bi-lfáarabiyya.  
ilmasaafa ?urayyiba. mišyit.  
mabyifhams<sup>i</sup> fáarabi. targimuulu.  
ħaysafru bukra. siñyu badri.  
fáli fi New York. zaar-ilmañrad-ilħalami.  
fii-mtiħaan bukra. sihru-lleela.  
xáragu badri. wislu fi-lmañaad.  
ilfiluus mañaa. ħattaha fi-lbank.

21.13 T: issama-myayyima. mattar.

S<sub>1</sub>: issama-myayyima. laazim ħatmattar.

S<sub>2</sub>: issama kaanit miyayyima. laazim mattarit.

**Continue with the following:**

ilmasaafa-bيiida. raaكhu bi-lفarabiyya.

ilmasaafa ?urayyiba. mišyit.

ilwalad tañbaan. naam li-ssubñ.

Fali fi New York. zaar-ilmaſrad.

fii-mtiħaan. siħru-lyavt-i sħubħ.

- 21.14 T: issama-myayyima. mattar.

S: issama-myavvima. vimkin timattar.

Continue with the sentences in drill 21-12

- 21.15 T: feen sarabivvithum. baatha.

S<sub>1</sub>: feen farabivvithum.

S.: mařrafš. yimkin baſuuha.

Continue with the following:

mišyu ?awaam lee. itxadd.

wislu ?abl-ilma?aad lee, gih bi-ttayvaara.

feen ?amiira. raañ-ilbeet.

simu-lhikaaya di feen. ?araaba fi-lkitaab.

šafitii feen ?ablu fi - lgamfa

managašuš lee mazakirš

maga bitč-i 18 i lba-1ca male 2 abooč

malibsitš-ilfustaan-i12ašmar-1cc makaruhuv-č

C. /ill-i/-phrases: /ill-i/ + verb/participle

ittilmizi-illi biyyanni sahbi. The student who is singing is my friend.

da tilmiiz biyyanni kull<sup>i</sup> yoom. This is a student who sings every day.

il'afandi laabis žakitta beeda. The man is wearin

?abilt-il?afandi-lli laabis I met the man who is wearing a  
M

žakitta beeda. white jacket.  
?abilt<sup>i</sup> ?afandi laabis žakitta I met a man wearing a white jacket.  
beeda.

N21.3 A verb phrase or a participle may be used as an attributive of a noun (phrase). If the noun is definite, the verb phrase or participle must be preceded by /illi/; if the noun is indefinite, /illi/ is omitted (cf. N9.2).

#### DRILLS

21.16 T: ittilmiiz ḥall-ilmas'ala.

S<sub>1</sub>: fii tilmiziż ḥall-ilmas'ala.

S<sub>2</sub>: feen-ittilmiiz-illi ḥall-ilmas'ala.

Continue with the following:

biyaaxud ṣáabi.

yaab yumeen.

nisi yiṣmil-ilwaagib.

baaṣ-ilṣáabiyya.

biyiṣraf ṣáabi.

zaar masr.

sallifni-ktaabu.

kallim-innaazir.

biyħibb yitħallim ṣáabi.

biyiṣraf yiṣuum.

21.17 T: ittilmiiz ḥall-ilmas'ala.

S<sub>1</sub>: fii talamza ḥallu-lmas'ala.

S<sub>2</sub>: feen-ittalamza-lli ḥallu-lmas'ala.

Continue with the sentences in drill 21.16.

21.18 T: ittilmiiz ḥayruuḥ masr.

S<sub>1</sub>: fii tilmiziż ḥayruuḥ masr.

S<sub>2</sub>: fii tilmiziż raayiḥ masr.

S<sub>3</sub>: feen-ittilmiiz-illi raayiḥ masr.

Continue with the following:

ħaysaafir bukra.

maṛrifṣ<sup>i</sup>-yrudd<sup>i</sup> fa-ssu'aal.

xad ṣáabi.

?aṣad yitkallim.

sallifni-ktaabu.

biyxaaf mi-1?imtiħaan.

biyħibb yitħallim ṣáabi.

biynam wi-y'uum hina.

ma?dirṣ<sup>i</sup> yifham.

itħayyin ?ustaaz.

21.19 T: ittilmiiz ḥayruuḥ masr.

S<sub>1</sub>: fii talamza ḥayruuḥ masr.

S<sub>2</sub>: fii talamza rayhiin masr.

S<sub>3</sub>: feen-ittalamza-lli rayhiin masr.

Continue with the sentences in drill 21.18.

- 21.20 T: fii raagil biynaadi. ilbint<sup>i</sup> γannit.  
 S<sub>1</sub>: fii bint<sup>i</sup> bitγanni.  
 S<sub>2</sub>: miin-ilbint-illi bitγanni.

Continue with the following:

- |                                      |   |
|--------------------------------------|---|
| issitt <sup>i</sup> da??it ſa-lbaab. | il?agnabi-tkallim <u>ſáribi</u> .           |
| il?ustaaz darris <u>ſáribi</u> .     | <u>ittálab-a-tna?</u> ſu maʃa <u>baʃd</u> . |
| <u>irraagil</u> <u>darab</u> -ibnu.  | il?awlaad-itxan?u.                          |
| ilxaddaam fatañ-ilbaab.              | ittilmiiiz <u>?ara-b</u> <u>soot</u> ſaali. |

#### D. The quantifiers /muʃzam/ and /baʃd/.

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| muʃzam-ittalamza γaybiin.            | Most of the students are absent.    |
| muʃzamhum γaybiin.                   | Most of them are absent.            |
| baʃd-innaas yiʃrafuu.                | Some of the people know him.        |
| baʃduhum yiʃrafuu.                   | Some of them know him.              |
| fii baʃd <sup>i</sup> naas yiʃrafuu. | There are some people who know him. |

N21.4 Quantifiers are uninflected and occur in construction with p. nouns or (bound) pronouns. Note that /muʃzam/ does not occur before indefinite nouns or noun phrases.

#### DRILLS

- 21.21 T: ittilmiiz ńall-ilmas?ala.  
 S<sub>1</sub>: muʃzam-ittalamza ńallu-1mas?ala.  
 S<sub>2</sub>: muʃzamhum ńallu-1mas?ala.  
 S<sub>3</sub>: baʃduhum ńallu-1mas?ala, laakin muʃzamhum mańalluhaaš.

Continue with the sentences in drill 21.16.

- 21.22 T: ittilmiiz ńayruuň masr.  
 S<sub>1</sub>: baʃd-ittalamza ńayruuňu masr.  
 S<sub>2</sub>: baʃduhum rayhiin masr.  
 S<sub>3</sub>: muʃzamhum miš rayhiin masr, laakin baʃduhum rayhiin.

Continue with the sentences in drill 21.18.

21.23 T: *ilbint<sup>i</sup> yannit.*

S<sub>1</sub>: *baʃd-ilbanaat yannu.*

S<sub>2</sub>: *laakin muʃzamhum mayannuuš.*

Continue with the sentences in drill 21.20.

N21.5 Alternative plural constructions. In addition to the p. forms and constructions used thus far, with p. nouns of non-personal reference the f. forms of adjectives and demonstratives, and the 3 f. forms of verbs may be used. Hence /fiiha ganaayin wasʃa-w mayadiin gamiila/ or /fiiha ganaayin wasʃiin wi mayadiin gumaal/; similarly /ilkutub-il<sup>?</sup>adiima-tbaaʃit/ or /ilkutub-il<sup>?</sup>udaam-itbaaʃu/.

#### SUPPLEMENTARY DRILLS

21.24 *fiiha ganaayin wasʃiin kitiir.* Substitute:

large universities	old manuscripts
old museums	small pyramids
new sections	old places of worship
beautiful squares	religious leaders
old copies of the Quran	large companies
wide streets	technical schools
experimental colleges	teachers' institutes

21.25 *miin-lqaa<sup>?</sup>id-ilʃáabi-lli fatañ masr.* Substitute:

- the American professor who taught Arabic
- the Arab general who founded Al-Azhar
- the Pharaoh who built the great pyramid
- the French general who founded the Egyptian museum
- The Caliph who turned Al-Azhar into a university
- the American professor who specialized in Egyptian history
- the police officer who made him pay a fine
- the Egyptian student who knows four languages
- the first man who flew from New York to Los Angeles
- the first woman who graduated from the University of Cairo

Conversation

## THE NILE I

1. inniil ?akbar nahr<sup>i</sup>-f ?ifrigya-w  
min ?atwal ?anhaar  
-ilfaalam. The Nile is the largest river in Africa and one of the longest in the world.
2. biyibtidi-f ?awaasit ?ifrigya  
wi-byigri min-ilganuub  
li-ššamaal. It begins in central Africa and runs from south to north.
3. wi-byis*?i*-blaad kitirr ?abl<sup>i</sup>  
ma-yubb*i* fi-lbaħr-i1?abyad  
-ilmutawassit. It waters many countries before it flows into the Mediterranean Sea.
4. li-nniil farseen. inniil-il?abyad  
wi-nniil-il?azra?. The Nile has two tributaries, the White Nile and the Blue Nile.
5. inniil-il?abyad biyigri min  
buħeerit Victoria, wi-nniil  
-il?azra? min gibaal ?asyubya. The White Nile runs from Lake Victoria and the Blue Nile from the mountains of Ethiopia.
6. ilfarseen dool biyigtimfu gamb  
-ilxartuum fi-ssudaan. These two tributaries join near Khartum in the Sudan.
7. fard-inniil fi masr<sup>i</sup> ma been  
tilt<sup>i</sup>-w nuss<sup>i</sup> miil. The width of the Nile in Egypt is between 1/3 and 1/2 a mile.
8. fii fa-nniil sadd<sup>i</sup>-f ?aswaan wi  
fadad min-il?anaatir li  
-ttaħakkum fi garayaan-ilmayya. There is a dam at Aswan and a number of barrages on the Nile to control the flow of the water.
9. ħawaali xamastaašar miil šamaal  
-ilgahira-byitfarrax-inniil li  
fарseen. About fifteen miles north of Cairo the Nile divides into two branches.
10. far<sup>i</sup> biyubb*i* fi-lbaħr<sup>i</sup> fand<sup>i</sup>  
dumyaat wi far<sup>i</sup> biyubb*i*-f  
raħiid. One branch flows into the sea at Damietta and the other at Rosetta.
11. dumyaat gamb<sup>i</sup> boor saħiid, wi  
raħiid gamb-iskindiriyya. Damietta is near Port Said and Rosetta near Alexandria.

12. iskindiriyya-w boor safiid wi  
-ssuwees ?ahamm<sup>i</sup> mawaani masr. Alexandria, Port Said, and Suez are the most important ports of Egypt.
13. il?araadi been-ilfarseen-ismaha  
-ddilta ?aw wagh<sup>i</sup> bañri. The land between the two branches is called the Delta or (the land) facing the sea.
14. di ?araadi zirafiyya xisba giddan. This is a very fertile agricultural land.
15. min ?ahamm<sup>i</sup> mudun-iddilta  
damanhuur wi tanta wi  
-1mansuura. Of the most important cities of the Delta are Damanhur, Tanta, and Mansura.
16. ganuub-ilqahira manti?a zirafiyya  
dayya?a ?ala daffiteen-inniil  
-ismaha-ssañiid ?aw wagh<sup>i</sup>  
?ibli. South of Cairo on both banks of the Nile there is a narrow strip of arable land, called Upper Egypt or (the land) facing south.
17. ?ahamm<sup>i</sup> mudun-issañiid-ilminya-w  
?asyuut wi ?ina-w ?aswaan. The most important cities of Upper Egypt are Minya, Asyut, Qena, and Aswan.
18. gamb<sup>i</sup> ?ina madiina tarixiyya  
-smaha lu?sur fiiha mañaabid  
farfuniyya ?adiima-ktiir. Near Qena is a historical city called Luxor in which there are many old Pharaonic temples.
19. bixlaaf-issañiid wi-ddilta mafiiš  
ta?riiban ?araadi-zrañiyya. Apart from Upper Egypt and the Delta there is almost no arable land.
20. fa tisñiin fi-1miyya min ?araadi  
masr<sup>i</sup> matislañs<sup>i</sup> li-zziraafa-w  
?aktarha sañra. Ninety percent of the land in Egypt is not usable for agriculture and most of it is desert.
21. fa-ssañra-btimtadd<sup>i</sup> min waadi  
-nniil liyayt-ilñuduud  
-ilmasriyya fi-lyarb<sup>i</sup> wi-ÿsar? The desert stretches from the Nile valley to the borders of Egypt, on the west and the east.

## Grammar

### A. Verb phrases: imperative.

<u>raañ</u> yigiib-ilkitaab.	He went to bring the book.
<u>ruuñ</u> giib-ilkitaab.	Go bring the book.
<u>matruñš</u> <sup>i</sup> -tgiib-ilkitaab.	Don't go bring the book.
<u>xaragti</u> tilñabi.	You went out to play..
<u>?uxrugi</u> -lñabi.	Go out and play.
<u>matuxrugii</u> š tilñabi.	Don't go out and play.
<u>ñawilna</u> niigi.	We tried to come.
<u>ñawlu</u> tiigu.	Try to come.
<u>mathawluu</u> š tiigu.	Don't try to come.

N22.1 In addition to participles and perfect and imperfect forms of verbs, imperatives also occur in verb phrases. Both verbs are imperative in form and agree in gender or number. (Sequences of three imperatives are possible but not common.) The verb /ñaawil/ must be noted; it is followed by the imperfect, never the imperative.

Already indicated restrictions on verb sequences (Verb I and II, Notes 19.2, 20.1, and 21.1) apply here also.

In phrases with negative imperatives (cf. N14.4), only the first verb occurs with /ma- -š/.

## DRILLS

In drills 22.1-4, continue with the sentences in drill 19.7.

22.1 T: ñamal-ilwaagib.

S<sub>1</sub> to S<sub>2</sub>: ñadd<sup>i</sup> raañ yiñmil-ilwaagib?

S<sub>2</sub> to S<sub>1</sub>: la?. inta ruuñ-iñmilu.

22.2 T: ñamal-ilwaagib.

S<sub>1</sub>: mañawilnaaš niñmil-ilwaagib.

S<sub>2</sub>: ñawlu tiñmiluu-nnaharda.

22.3 T: ñamal-ilwaagib.

S<sub>1</sub>: ruuñ-iñmil-ilwaagib. matruñš<sup>i</sup> tilñab.

S<sub>2</sub>: ruuñi-ñmili-lwaagib. matruñii š tilñabi.

S<sub>3</sub>: ruuñu-ñmili-lwaagib. matruñuu š tilñabu.

22.4 T: *famal-ilwaagib.*

S<sub>1</sub>: *ya fali. tafaala-fmil-ilwaagib.*

S<sub>2</sub>: *la?. matgiiš tīf mil-ilwaagib.*

22.5 T: *daxal yikallim-ilmudiir. libis.*

S<sub>1</sub>: *udxulu-lbisu.*

S<sub>2</sub>: *matudxuluuš tilbisu.*

Continue with the verbs in drill 20.7.

B. The imperative /iwfə/.

*iwfə-truuhi hinaak.*

Make sure you don't go there!

*iwfə-truuhi-hnaak.*

Make sure you don't go there!

*iwfə matgiiš.*

Make sure you come!

*iwfū matguuš.*

Make sure you come!

N22.2 /iwfə/ occurs in first position in verb phrases. It has m., f., and p. forms (/iwfə/, /iwfī/, and /iwfū/) like other imperatives. It is followed only by 2nd pers. imperfect verb forms and agrees with the subject of the verb in gender or number. In terms of meaning it can be identified as a negative imperative; note its use and meaning with the negative of verbs.

In addition to 'make sure', it may also be translated 'be sure', 'be careful', 'mind', 'watch out'.

DRILLS

22.6 T: *famal-ilwaagib.*

S<sub>1</sub>: *iwfə matifmils-ilwaagib.*

S<sub>2</sub>: *ifmiliu. iwfə matifmiliuuš.*

Continue with the sentences in drill 19.7.

22.7 T: *huwwa fawzik tirgañi. gih.*

S: *huwwa fawzik tiigi. iwfī matgiiš.*

Continue with the items in drill 16.3.

22.8 T: *faleekum tiktibu. zakr-iddars.*

S<sub>1</sub>: *faleekum tizakru-ddars. zakruu.*

S<sub>2</sub>: *iwfū madzakruhuuš.*

Continue with the sentences in drill 17.1.

22.9 T: ?ara-lhikaaya li-ttalamza.

S<sub>1</sub>: i?rahahum.

S<sub>2</sub>: mati?rahahum.

S<sub>3</sub>: iw?rahalhum.

Continue with the sentences in drill 17.10.

22.10 T: warru-ssaa?a-1 sahibkum.

S: warruhaalu. iw?u matwarruhaluu.

Continue with the sentences in drill 18.16.

22.11 T: famal-ilwaagib.

S<sub>1</sub>: matinsaa? tifmil-ilwaagib.

S<sub>2</sub>: iw?a tinsa tifmil-ilwaagib.

S<sub>3</sub>: iw?u tinsu tifmilu-lwaagib.

Continue with the sentences in drill 19.7.

22.12 T: geena waxri.

S<sub>1</sub>: geet waxri lee,

S<sub>2</sub>: iw?a tiigi waxri taani.

Continue with the sentences in drill 21.9.

### C. The quantifier /kull/.

?aab*il* k*ull*<sup>i</sup> taalib li wa*ñdu*.

He met every student by himself.

ñakaali kull-ilhikaaya.

He told me the whole story.

ñakaali-lhikaaya kullaha.

He told me the whole story.

?abilna kull-ittálaba.

We met all the students.

?abilna-ttálaba kulluhum.

We met all the students.

?abilnaahum kulluhum.

We met all of them.

?aab*il* k*ull*<sup>i</sup> waañid min-ittálaba.

He met every one of the students.

kull<sup>i</sup> waañid yiñrafu.

Everyone knows him.

N22.3 The quantifier /kull/ occurs in construction with definite or indefinite s. nouns, definite p. nouns, pronouns, or numerals (cf. N21.4).

With definite nouns (s. or p.), /kull/ may precede or follow the noun; if it follows, it must have a bound pronoun which agrees with the noun in gender or number. /kull/ may also occur after a pronoun and here shows agreement as after a noun. Hence either /kull/ + definite noun, or definite noun/pronoun + /kull/ + pronoun is used.

With indefinite nouns (s. only) or with numerals, /kull/ must precede the noun or numeral.

#### DRILLS

22.13 T: ittalamza ḥallu-lmas'ala.

S<sub>1</sub>: kull-ittalamza ḥallu-lmas'ala.

S<sub>2</sub>: ittalamza kulluhum ḥallu-lmas'ala.

Continue with the sentences in drills 21.16, 18.

22.14 T: sammu-lwalad ?aḥmad.

S<sub>1</sub>: sammu kull<sup>i</sup> walad ?aḥmad.

S<sub>2</sub>: sammu kull-il<sup>i</sup>?awlaad ?aḥmad.

S<sub>3</sub>: sammu-l<sup>i</sup>awlaad kulluhum ?aḥmad.

Continue with the sentences in drill 20.20.

22.15 T: sammu-lwalad ?aḥmad.

S<sub>1</sub>: ilwalad-itsamma ?aḥmad.

S<sub>2</sub>: kull<sup>i</sup> walad-itsamma ?aḥmad.

S<sub>3</sub>: kull-il<sup>i</sup>?awlaad-itsamu ?aḥmad.

Continue with the sentences in drill 20.20.

22.16 T: fataḥ-ilbaab.

S<sub>1</sub>: fataḥ kull<sup>i</sup> baab.

S<sub>2</sub>: kull<sup>i</sup> baab-itfataḥ.

S<sub>3</sub>: kull-ilbibaan-itfátaḥu.

S<sub>4</sub>: ilbibaan kulluhum-itfátaḥu.

Continue with the sentences in drill 19.14.

22.17 T: idda-ssaaғa-1 saḥbu.

S<sub>1</sub>: idda kull<sup>i</sup> waahid min ash̄aabu saaғa.

S<sub>2</sub>: idda kull<sup>i</sup> ash̄aabu saaғa.

S<sub>3</sub>: idda ash̄aabu kulluhum saaғa.

Continue with the sentences in drill 18.16.

#### D. The subordinator /inn/.

?alluhum. ilmudarris. fayyaan. He told them. The teacher is sick.

?alluhum-inn-ilmudarris fayyaan. He told them that the teacher was sick.

'alluhum. huwwa ḥayyaan.	He told them. He is sick.
'alluhum-innu ḥayyaan.	He told them that he was sick.
hiyya ṣarfa. humma gayiin.	She knows.. They are coming.
hiyya ṣarfa-nnuhum gayiin.	She knows that they are coming.
simiṣt. saami ḥayiigi <u>bukra</u> .	I heard. Sami will come tomorrow.
simiṣt-inn <sup>i</sup> saami ḥayiigi <u>bukra</u> .	I heard that Sami will come tomorrow.
ana muta'akkid. inta ḥatingañ.	I am certain. You will succeed.
ana muta'akkid-innak ḥatingañ.	I am certain that you will succeed.
fii ?imtihaan <u>bukra</u> .	There is an examination tomorrow.
yizhar-inn <sup>i</sup> fii ?imtihaan <u>bukra</u> .	It seems that there is an examination tomorrow.

N22.4 /inn/ is a subordinator (N19.4) and is used to link two sentences or sentence and various expressions. /inn/ may be followed by an equational sentence (N1.1), or a verbal sentence with a free subject (N3.3), or a /fii/-sentence (N11.1). Note that pronouns after /inn/ are always bound. /inn/ usually does not occur at the beginning of sentences.

/inn/ is commonly used after certain verbs, for example /firif/, /simiṣ/, /šaaf/, /?aal/, and /xaaf/, and active or passive participles derived from them.

/inn/ is also used after the following: /yizhar/ 'it seems/appears', /il'añsan/ 'it is better/best', /min-ilmuñtamal/ 'it is possible', /muhimm/ 'it is important', and free subject + /mata'akkid/ '(to be) certain, sure'.

#### DRILLS

22.18 T: ana muta'akkid innu ḥayingañ. inti.

S: ana muta'akkid innik ḥatingañi.

T: iñna.

S: ana muta'akkid innina ḥaniningañ.

Continue with other persons, using the following:

min-ilmuñtamal innu ḥayitʃayyin naazir.

il'añsan-innu yitni'il.

yizhar-innu ḥayhaawil yiigi.

hiyya ṣarfa-nnu gaay yitfarrag.

22.19 T: innaas ḥayruuḥu-hnaak.

S<sub>1</sub>: yizhar-inn<sup>i</sup> fii naas ḥayruuḥu-hnaak.

S<sub>2</sub>: yizhar-inn<sup>i</sup> fii naas rayḥin hinaak.

S<sub>3</sub>: yizhar-inn<sup>i</sup> mafiiš ḥadd<sup>i</sup> raayiḥ hinaak.

Continue with the sentences in drill 10.6.

22.20 T: katab gawaab.

S<sub>1</sub>: ilgawaab maktuub.

S<sub>2</sub>: yizhar-inn-ilgawaab maktuub.

S<sub>3</sub>: yizhar-innu maktuub.

Continue with the sentences in drill 12.10.

Repeat with the following:

ḥabas-ilḥaraami.

garaḥ-ilḥaskari.

basat-ilmudarris.

fasal-ittalamza.

ball-il?amiis.

sara?-ilmahfaza.

na?al-ilmudarris.

ḥadd-ilwalad.

?ataf riglu.

22.21 T: geena waxri.

S<sub>1</sub>: humma ṣarfiin-innina geena waxri.

S<sub>2</sub>: miin ?aal-innina geena waxri.

Continue with the sentences in drill 21.9.

22.22 T: geena waxri.

S<sub>1</sub>: hiyya ṣarfa-nnina geena waxri.

S<sub>2</sub>: hiyya ṣarfa geena waxri lee.

Continue with the sentences in drill 21.9.

22.23 T: ruḥna-lbeet.

S<sub>1</sub>: ruḥna feen,

S<sub>2</sub>: hiyya ṣarfa ruḥna feen.

S<sub>3</sub>: hiyya ṣarfa-nnina ruḥna-lbeet.

Continue with the sentences in drills 16.19-20.

#### SUPPLEMENTARY DRILLS

22.24 laha ?ahammiyya tigariyya. Substitute:

agricultural

political

cultural

scientific

historical

archaeological

military

technical

religious

national

practical

universal

LESSON 23

iddars-ittalaata-w ŋišriin

Conversation

1. loola-nniil la kaanit masr<sup>i</sup>  
kullaha sañra. THE NILE II  
Were it not for the Nile, all of Egypt would be desert.
2. wi ŋees-iin<sup>i</sup> mafiiš matar ta?riiban, fa masr<sup>i</sup>-btiftimid kulliyatan ŋala-nniil. Since there is almost no rain, Egypt depends completely on the Nile,
3. wi-lñayaa fiiha min yeer-irrayy<sup>i</sup>  
mustaňhiila. and life in it would be impossible without irrigation.
4. fa kull-ilmasriyyiin wi ŋadadhumi tamanya-w ŋišriin milyoon biyñišu-f waadi-nniil. All of the Egyptians, whose number is 28,000,000, live in the Nile Valley,
5. fiima ŋada ŋadad ?aliil min-innaas except for a small number of people in the desert most of whom are nomads.
6. kull<sup>i</sup> sana-nniil biyziid wi  
biyfiid fi ?ayustus. Every year the Nile rises and it overflows in August.
7. ilfayadaan natigt-ilamtaar  
-ilgamda-lli-btinzel ŋala-gbaal  
?asyubya fi-sseef. The flood is the result of the heavy rainfall in the mountains of Ethiopia in the summer.
8. fi-lwa?t<sup>i</sup> da-nniil biyityayyar  
loonu-l bunni yaami?, wi  
biyziid garayaanu. At this time, the color of the Nile changes to dark brown and its rate of flow increases.
9. tabfan-irtifaafu-byix:lif sana  
fan sana, wi biykuun fi baʃd  
-issiniin ?aʃla min siniin  
tanyiin. Of course its rise varies from year to year, and it is higher some years than others.
10. fi-lqahira muʃaddal-il?irtifaaf  
ŋišriin ?adam. In Cairo, the average rise is twenty feet.

11. fii ma'ayiis li-nniil fi ʃiddit  
     'amaakin bit'iis-irtifaaf  
     -innahr.
12. wi-lma'ayiis bititnišir fi  
     -łgaraniil kull<sup>i</sup> yoom.
13. fi-lqahira mi'yaas ?adliim li  
     -nniil-itbana fi-lqarn  
     -ittaamin.
14. ilfayadaan muhimm<sup>i</sup> giddan bi  
     -nnisba-l masr, li ?innu  
     -byis?i-1?ard.
15. wi biygiib-ittamy-illi biyxalli  
     -1?ard<sup>i</sup> xisba-w salħa li  
     -zziraafa.
16. kull<sup>i</sup> sana-lmasriyyiin  
     biyiħtiflu-b ʃiid wafaa?-nniil.
17. wi da ʃiid biyirgañ li ?ayyaam  
     -ilfaraña.
18. fa-lmasriyyiin-il?udaam kaanu  
     -byiħmilu-ħtifalaat kibiira-f  
     ?ayyaam-ilfayadaan,
19. Sašaan yuškuru-nniil ʃala kull<sup>i</sup>  
     ?afdaalu.
- There are Nile gauges at a number of places to measure the rise of the river,  
     and the measurements are published in the newspapers every day.  
     In Cairo there is an old Nile gauge built in the 8th century.  
     The flood is very important for Egypt, because it waters the land and brings silt which makes the soil fertile and good for agriculture.  
     Every year the Egyptians celebrate the cresting (fulfilling) of the Nile.  
     This is a festival which goes back to the days of the Pharaohs.  
     The ancient Egyptians used to have big celebrations at the time of the flood,  
     in order to thank the Nile for all its bounty.

### Grammar

#### A. The verbs /xalla/, /xad/, and /idda/.

ilħaskari xalla ?aħmad yidfañ  
     mixalfa.

xalluu yidfañ mixalfa.

ħanaxudha titfassan.

iddiini-lgawaab ?amdii.

matxallihum<sup>i</sup> yirgañu.

The policeman made Ahmad pay a fine.

They made him pay a fine.

We will take her for a walk.

Give me the letter to sign.

Don't let them come back.

N23.1 The verb phrases /xalla/, /xad/, or /idda/ + object + verb are similar to verb phrases with /faawiz/ (N16.1). The three verbs may be perfect, imperfect, or imperative in form. The form of the verb following them can be only imperfect without tense prefixes. The object of /xalla/, /xad/, or /idda/ agrees with the subject of the second verb; if it is a noun, it agrees in gender or number, and if a pronoun, it agrees in person also.

Note that the two verbs in these verb phrases do not have the same subject (cf. Notes 19.2, 20.1, and 21.1). /xalla/ is /yanna/-type (N14.3).

#### DRILLS

23.1 T: xallaani ?amši. inti.

S: xallaaki timši.

T: humma.

S: xallaahum yimšu.

Continue with other persons, using the following:

xadni ?atfassaň.

iddaani-lgawaab ?amdií.

ħayxalluuni ?abtidi ?azaakir.

maxallitniiš ?atkallim.

xallaani ?atfassim.

23.2 T: xallaani ?amši.

S<sub>1</sub>: xalliiha timši.

S<sub>2</sub>: matxalliihaš timši.

S<sub>3</sub>: iwf-a-txalliiha timši.

Continue with the sentences in drill 23.1.

23.3 T: ilwalad ?alař-issaafa.

S<sub>1</sub>: ?allařu-lwalad-issaafa.

S<sub>2</sub>: xallu-lwalad yi?lař-issaafa.

S<sub>3</sub>: xalluu yi?lař-issaafa.

Continue with the sentences in drill 18.14.

23.4 T: daxaltu guwwa.

S<sub>1</sub>: miin daxxalkum guwwa.

S<sub>2</sub>: miin xallaakum tudxulu guwwa.

Continue with the sentences in drill 18:19.

Repeat with 3 f. and 2 f. forms.

23.5 T: ?ara-lñikaaya li-ttalamza.

S<sub>1</sub>: ḥadd<sup>i</sup> ?arahalhum?

S<sub>2</sub>: la?. maxalluniš ?a?rahalhum.

Continue with the sentences in drill 17.10.

23.6 Fali ?iddaani-lkitaab ?a?raa. Substitute:

ilmuñadra	iñna	zeenab	ilmuñadra
il?imtiñaan	inti	añmad	ana
ilkutub	humma	amiira	il?awraa?
ilwára?a	inta	saami	inti
ilgumal	hiyya	Fali	ilgawaab

#### B. Derived verbs: /-t-/ infix.

iftakarna bii.

We thought of him.

biniftikir bii.

We are thinking of him.

ištayal fi-lñkuuma.

He worked for the government.

biyištayal fi-lñkuuma.

He is working for the government.

ištaal-iššanta.

He carried the suitcase.

ištalt-iššanta.

You carried the suitcase.

biyištaal-ilkitaab.

He is carrying the book.

ihtammeena bi-lñulum.

We were interested in science.

bañd-innaas mabyihtammuuš

Some people are not interested in

bi-lñulum.

science.

N23.2 Derived verbs with /-t-/ infixes after the first consonant of the simple stem may be formed from verbs of the /katab/, /rama/, /šaaf/, and /ħabb/-types (all of which have simple stems). These derived verbs have no meanings in common, and the meanings are not predictable from those of the simple verbs (cf. N20.2).

The vowel patterns of derived verbs with /-t-/ are predictable. The perfect forms of all verbs derived from the /katab/ (except /ištayal/)

and /rama/-types are iCtaCa(C); the imperfect are all iCtiCi(C). All of these hence belong to the /i/ class, regardless of the class to which the simple verbs belong (cf. Ni9.3). /ištayal/ is Class I and has an imperfect /yištayal/.

The perfect and imperfect forms of all verbs derived from the /šaaf/ and /habb/-types are the same: iCtaaC and iCtaCC. All of these belong to Class I, regardless of the class to which the simple verbs belong. Note that verbs derived from the /šaaf/-type do not have two different vowel patterns in the perfect as do the simple verbs: /šaal/, /šilt/, but /ištaal/, /ištalt/.

The participle of these verbs in /mi-/ + the imperfect stem: /miftikir/, /mištaal/, /mihtamm/, and /mibtidi/ (/mibtidiyya/, /mibtidiyyiin/).

#### DRILLS

##### LIST 23.1 Verbs

ištayal	work	ištara	buy
ittafa?	agree	iňtaag	need
istalaf	borrow	iňtaar	be perplexed
istalam	receive		
iftakar	think, reckon		

23.7 T: igtamañ wayya-lmudiir. intu.

S: igtamañu wayya-lmudiir.

T: humma.

S: igtámañu wayya-lmudiir.

Continue with other persons, using the following:

ibtada-ssubk̄<sup>i</sup> wi-ntaha bi-lleel. ištayal fi-lhukkuuma.

iňtafal bi-lfiid yoom-ilxamiis. xarag-istaad.

ištara ſarabiyya-gdiida. ittafa? maña ſaňbu ſala maňaad.

iňtaar. iňtaag li-fluus wi-stalaf minhum.

ihtamm<sup>i</sup> bi-lmawduuñ. iſtamad ſalee.

iftakar-inn-innaharda ?agaaza. istalam-ilgawaab.

23.8 T: ḥagtimiñ wayya-lmudiir. intu.

S: ḥatigtimñu wayya-lmudiir.

T: humma.

S: ḥayigtimñu wayya-lmudiir.

Continue with other persons, using the sentences in drill 23.7.

In drills 23.9-12, continue with the sentences in drill 23.7.

23.9 T: igtamañ wayya-lmudiir.

S<sub>1</sub>: igtimiñ wayya-lmudiir.

S<sub>2</sub>: igtimñi wayya-lmudiir.

S<sub>3</sub>: igtimñu wayya-lmudiir.

23.10 T: igtamañ wayya-lmudiir.

S<sub>1</sub> to S<sub>2</sub>: inta migtimiñ wayya-lmudiir?

S<sub>2</sub>: aywa. ana migtimiñ wayya-lmudiir.

S<sub>3</sub> of S<sub>2</sub>: la?. huwwa miš migtimiñ wayya-lmudiir.

23.11 T: igtamañ wayya-lmudiir.

S<sub>1</sub>: intu migtimñiin wayya-lmudiir?

S<sub>2</sub>: aywa, iñna migtimñiin wayya-lmudiir.

S<sub>3</sub>: la?. humma miš migtimñiin wayya-lmudiir.

23.12 T: igtamañ wayya-lmudiir.

S<sub>1</sub>: fii naas-igtámañu wayya-lmudiir.

S<sub>2</sub>: fii naas migtimñiin wayya-lmudiir.

S<sub>3</sub>: mafiiš ḥadd<sup>i</sup> migtimiñ wayya-lmudiir.

### C. Noun phrases: noun + noun.

di ṣanta gild.

This is a leather suitcase.

išṣanta-lgild di-btañti.

This leather suitcase belongs to me.

išṣunat-ilgild dool bituuñu.

These leather suitcases belong to him.

ilkursi-lxašab gidiid.

The wooden chair is new.

ilxamas karaasi-lxašab dool

These five wooden chairs are new.

gudaad.

N23.3 In this construction of noun + noun, the nouns agree in definiteness only, and the second noun is attributive to the first. The nouns in second position have no d. or p. forms and are conventionally known as collective nouns (here identifying material or substance).

A noun phrase, whether attributive or construct, is simply an expansion of a noun. A noun phrase has at least one noun, and may have more; it may also include a pronoun, an adjective, a quantifier, a numeral, an /illi/-phrase, and the demonstrative. The maximum noun phrase is a sequence of quantifier + numeral + noun + noun/pronoun + collective noun + adjective + /illi/-phrase + demonstrative. Although possible, noun phrases of this length are not common; even /kull-ilxamas karaasi-lxašab-ilgudaad dool/ 'all these five new wooden chairs' is longer than most noun phrases.

#### DRILLS

##### LIST 23.2      Nouns

xašab	wood	ħariir	silk
ħadiid	iron	?utn	cotton
fadda	silver	suuf	wool
dahab	gold	gild	leather
rusaas	lead		

23.13 T: da kursi xašab.

S<sub>1</sub>: dool karaasi xašab.

S<sub>2</sub>: dool-ilkaraasi-lxašab.

Continue with the following:

šanta gild	bluuza ħariir
ħilba ħadiid	mandiil ħariir
saaʃa dahab	ħilba fadda
?alam rusaas	bantaloon suuf
?amiis ?utn	gazma gild

23.14 T: kursi xašab.

S<sub>1</sub>: feen-ilkurši-lxašab.

S<sub>2</sub>: ahoo-1kurši-1xašab.

Continue with the noun phrases in drill 23.13.

23.15 T: kursi xašab.

S<sub>1</sub>: ilkurši-1xašab da-btaaf miin,

S<sub>2</sub>: ilkurši-1xašab da-btaafi.

Continue with the noun phrases in drill 23.13.

In drills 23.16-18, substitute the noun phrases in drill 23.13.

23.16 ištareet talat karaasi xašab yalyiin.

23.17 ittalat karaasi-lxašab dool bituuñi.

23.18 kull-ilkaasi-lxašab-illi kaanu hina-tbaafu.

D. Numerals: fractions and percentages.

<u>nuss</u>	1/2	tumn	1/8
<u>tilt</u>	1/3	<u>tusñ</u>	1/9
<u>rubñ</u>	1/4	<u>fušr</u>	1/10
xums	1/5	tilteen	2/3
suts	1/6	talat tirbañ	3/4
subñ	1/7	waañid <u>ſala-ñdaašar</u>	1/11
talat <u>tušhur</u> wi <u>nuss</u> .		Three and a half months.	
ilñissa <u>nuss</u> <sup>i</sup> saañsa.		The period is half an hour.	
ñaddiik <u>ſášara</u> fi-lmiyya.		I will give you ten percent.	
xamsiin fi-lmiyya mi-lkutub gudaad.	Fifty percent of the books are new.		

N23.4 The fractions of the numerals through ten are given above. Fractions of numerals above ten use the construction numeral /ſala/ numeral, for example 'one over eleven'.

When a noun occurs with a numeral and a fraction, the order numeral + noun + /wi/ + fraction is the only one possible.

DRILLS

23.19 ?aſatt<sup>i</sup> hina nuss<sup>i</sup> saañsa.

Substitute for /nuss<sup>i</sup> saañsa/:

3 1/2 hours	3/4 of an hour	50 percent of the time
5 1/2 months	2/3 of an hour	2 1/2 hours
2 1/2 years	1 1/3 hours	1/2 a year
1 3/4 hours	6 1/4 hours	2 1/2 years
1 1/2 years	7 1/2 years	3 1/2 weeks

23.20 iddaani nuss-ilmablay.

Substitute for /nuss/:

1/3	3/4	1/11
1/10	50 percent	1/4
1/5	25 percent	10 percent
2/3	90 percent	1/2

#### SUPPLEMENTARY DRILLS

23.21 T: fi-lbilaad di manti?a zirañiyya.

S: fi-lbilaad di manaati? zirañiyya.

Continue with the following:

?ard <sup>i</sup> <u>xisba</u>	mañhad ſaali	matñaf ſalami
haram kibiir	imtiñaan nihaa?i	hay?a siyasiyya
<u>midaan</u> waasiñ	mañbad <u>farfooni</u>	širkal balžikiyya
mabna ḥadiis	gabal ſaali	<u>manti</u> ?a ſaskariyya
gineena gamila	gaamiñ ?adiim	madrasa fanniyya
madiina ḥadiisa	nusxa ?adiima	<u>nahr</u> <sup>i</sup> <u>tawiil</u>
gamña muzdáñima	makaan ?ásari	kiniisa-kbiira

23.22 fi-lbilaad di ſiddit manaati? zirañiyya.

Substitute, using the noun phrases in drill 23.21.

23.23 loola-nniil la kaanit masr<sup>i</sup> sañra. Substitute:

plane, journey long  
his relatives, the man rich  
language, life difficult  
his brother, influence more extensive  
rain, Texas a desert  
Revolution, America part of Britain  
the police, life difficult  
education, the revolution impossible  
the dam, the flow faster  
the desert, the land fertile  
the dam, the Nile higher

23.24 masr<sup>i</sup> tib?a sañra min yeer-inniil.

Substitute, using the items in drill 23.23.

Conversation

## THE HIGH DAM

1. issadd-il?aali mašruu? muhim*i*  
giddan li-ttaňakkum fi-myaah  
-inniil.
2. fa-nniil fi "ayyaam-ilfayadaan  
biysabbib xasaayir li-1?araadi  
-lmazruu?a,
3. wi biyhaddid-ilbilaad wi-1?aryaaf  
fi tarii?u li-lbaňr.
4. wi-f ba?it ?ayyaam-issana  
mabiykun*s*<sup>i</sup> fii mayya-kfaaya  
li-zziraaf*a*.
5. fa bidaal ma mayyit-ilfayadaan  
tidii? fi-lbaňr,
6. fakkarit-ilňukuuma-nnaha tibni  
sadd<sup>i</sup> taani-yxazzin-ilmayya-w  
yimna? xasayr-ilfayadaan.
7. wi da mašruu?-issadd-il?aali-lli  
-byitbini ganuub sadd<sup>i</sup> ?aswaan.
8. ibtada-1?amal fii-f sanit sittiin  
wi ñaytimm*i*-f sanit sab?iin.
9. ñaykuun tuul-issadd<sup>i</sup> talaata  
kilumitr<sup>i</sup>-w nuss, wi-rtifaafu  
miyya-w ñidaašar mitr, wi ſardu  
min foo? talatiin mitr.
10. wara-ssadd<sup>i</sup> ñaykuun xazzaan  
kibiir.
- The High Dam is a very important project for the control of the waters of the Nile.
- The Nile at the time of the flood damages the cultivated lands and threatens the towns and villages on its way to the sea.
- Throughout the rest of the year there is not enough water for agriculture.
- Hence instead of wasting (losing) the flood waters in the sea, the government has decided (conceived the idea) to build a second dam to store the water and prevent the damages of the flood.
- This is the project of the High Dam which is being built south of the Aswan Dam.
- The work began in '60 and will be completed by '70.
- The length of the dam will be 3 1/2 kilometers, its height 111 meters, and its width at the top 30 meters.
- Behind the dam will be a large reservoir.

11. tuulu ḥawaali xumsu miit kilumitr,  
wi ḥayimtadd<sup>i</sup> min ?aswaan li  
daaxil ḥuduud-issudaan.
12. wi ḥaykuun ?akbar xazzaan sinaaf  
fi-1?falam ba?d xazzaan  
rudisya.
13. wi ḥagmu sitt<sup>i</sup> ?ad?aaaf xazzaan  
Hoover fi ?amriika.
14. issadd-il?fali ḥaykuun luh  
fawaayid kitiir ?awi.
15. minha ?awwalan taxziin kammiyyaat  
hayia min-ilmayya.
16. wi da ma?naa tawfiir-ilmayya li  
-rrayy,
17. wi ziyatt-il?araadi-ssalḥa li  
-zzirāfa talatiin fi-lmiyya,
18. wi sadd<sup>i</sup> ḥagt-ilbilaad-ilmutazayda  
min-ilmayya.
19. wi yeer kida tawliid xamas ?ad?aaaf  
-ilquwa-1kahrab?iyya-lḥaliyya.
20. wi taniyan tanziim garayaan-ilmayya  
tuul-issana,
21. wi da daruuri li-rrayy<sup>i</sup> wi  
-lmuwaslaat-innahriyya,
22. wi li-ḥmayt-ilbilaad wi-1?araadi  
min xasayr-ilfayadaan.
23. kull<sup>i</sup> da ma?naa-nn-iddaxl-ilqawmi  
ḥayziid wi mustawa-lma?iiša  
ḥayirtifi?.
- Its length will be about 500 kilometers and it will stretch from Aswan to within the borders of the Sudan.
- It will be the largest man-made reservoir in the world next to the one in Rhodesia.
- Its size will be six times that of the Hoover Dam reservoir in America.
- The High Dam will bring very many benefits.
- Of these, first, storage of large amounts of water.
- This means saving water for irrigation and increasing the land usable for agriculture by thirty percent, and meeting the increasing need of the country for water.
- In addition to this, generating five times the electric power now available.
- Secondly, regulation of the flow of the water throughout the year. This is essential for irrigation and river transportation, and protection of the towns and fields from the damages of the flood.
- All of this means that the national income will increase and the standard of living will rise.

## Grammar

### A. More subordinators.

<u>raaħit</u> laħsan ħadd <sup>i</sup> -yħufha.	She went lest someone should see her.
gih fašaan ?ixwaatu tayyaniin.	He came because his brothers are sick.
gih fašaan yiħuuf ?axuu.	He came (in order) to see his brother.
rigif fašaan ?axuu saafir.	He returned because his brother went on a trip.
rigif fašanha safrit.	He returned because she went on a trip.
simfuuna w-iħna binnaadi.	They heard us as we were calling.
nizilt <sup>i</sup> feen w-inta-f <u>masr</u> .	Where did you stay while you were in Cairo?
hirib wi-nnaas naymiin.	He ran away while the people were sleeping.

N24.1 These subordinators, like others, are used to link two sentences; note that the second may be either verbal or equational (cf. N19.4).

/laħsan/ may be followed by a noun or a free (but not a bound) pronoun. /fašaan/, followed by the perfect, must also be followed by a noun or a bound (but not a free) pronoun; followed by the imperfect, it may be similarly followed.

/wi/, like /laħsan/, may be followed by a noun or a free pronoun. The subordinator /wi/ must be distinguished from the coordinator /wi/ (cf. N5.4).

## DRILLS

24.1 T: zaakir kuwayyis. nagaħ.

S<sub>1</sub>: zaakir kuwayyis. fašaan kida nagaħ.

S<sub>2</sub>: nagaħ fasaanu zaakir kuwayyis.

Continue with the following:

mišyu masaafa tawila. tiġbu.

maħimnaš-iddars. mařrifnaš nirudd fa-ssu'aal.

maxallitniš ?atkallim. ma'ultiš ħaaga.

iħxaagu li-fluus. istálfu mi-lbank.

iħtammetu bi-lmawduu. iġtamaġtu wayya-lmudiir.

iħatr-it?axxar. wisilna waxri.

ištáyalit-il<sup>?</sup>usbuuñ kllu. ḥabbit tuxrug titfassañ.  
xaafu. giryu-b surfa.  
masmiñtiniiš. maradditiis falayya.  
síñyit waxri. magatš-ilñissa.  
saa? bi surfa ?awi. il<sup>?</sup>askari-ddaa-mxalfa.  
mañhabbiš yirkab tayyaara. gih bi-1atr.  
intaxabuu mudiir. imbasat ?awi.  
nagañ. hannu.  
iñtaalu ñaleena. ityazna minhum.

24.2 T: gih. gaab-ilkitaab.

S<sub>1</sub>: gih ñasaanu ñaawiz yigiib-ilkitaab.  
S<sub>2</sub>: gih ñasaan yigiib-ilkitaab.

Continue with the following:

istalaf filuus. ištara ñarabiyya.  
ittáfa?u ñala mañaad. xáragu yistaadu maña bañd.  
xaragna mañaa. itfarragna ña-lbalad.  
xadit-ittayyaara. wislit ?awaam.  
daffa?-irraagil mixalfa. ?addibu.  
igtamañ wayya-lmudiir. itñayyin "ustaaz.  
?arrab minnu. iñtaal ñalee.  
xáragu maña bañd. istaad.  
hágamu ñalee. ?ata? raasu.

24.3 T: xaafu. il<sup>?</sup>askari-ddahum mixalfa.

S<sub>1</sub>: xaafu ñasaan miš ñawziin-il<sup>?</sup>askari yiddihum mixalfa.  
S<sub>2</sub>: xaafu lañsan-il<sup>?</sup>askari yiddihum mixalfa.

Continue with the following:

hirib. ḥabasuu.  
xadna-ttayyaara. ?añmad wisil ?ablina.  
xaafu. ilñarabiyya wi<sup>?</sup>fit.  
ma?ulnaaš ñaaga. il<sup>?</sup>awlaad xaafu.  
binitkallim bi-šweeš. ilbint<sup>i</sup> síñyit.  
xaafit. innuur-ittafa.  
ḥabasuu. ñaawil yihrab.  
itxadd<sup>i</sup> ?awi. innaas yiftikruu ñaraami.  
xaaf. ḥadd-iñtaal ñalee-w xad filuusu.

24.4 T: fassarlu-lmas'ala. huwwa miš fahimha.

S<sub>1</sub>: fassarlu-lmas'ala ſašaanu miš fahimha.

S<sub>2</sub>: fassarlu-lmas'ala laħsan huwwa miš fahimha.

Continue with the following:

?ullina-lħikaaya. iħna nasyinha.

matitfiis-innuur. humma xayfiin.

ħanu?fu d hina. iddinya bitmattar.

u?fu d kul. inta guðaan.

itkallim-ingiliizi. fii naas mabyiħrafuuš ɻárabbi.

i?fil-ilbaab. hiyya bardaana.

matħassinš. biyyiib kitiir.

iddii yaakul. gaañ.

matidfañluuš. il?ard<sup>i</sup> di matislaħš<sup>i</sup> li-żziraña.

24.5 T: šuftaha. raaħit-ilbalad.

S<sub>1</sub>: šuftaha-w hiyya rayħa-lbalad.

S<sub>2</sub>: šuftaha lamma kaanit rayħa-lbalad.

Continue with the following:

?abilnaaha. rigħit mi-ssuu?.

sallimu ғaleena. dáxalu.

?abilnaaha. rigiñna mi-ssuu?.

?areetu-lgawaab. wi?iftu.

ħali ?alli-lħikaaya. mišeet mañaa.

igtamañti mañaha. yaabu.

ħadda. ilħarabiyya faatit.

ibtadeena. nimtu.

sallimu ғaleena. dáxalna.

kallimna. itxaddeena.

24.6 kallimtuhum wi humma biyzakru.

Substitute for /biyzakru/:

kal	yanna	ħadda	rikib
naada	baka	kawa	itfarrag
?ara	sammañ	libis	iċċašša
giri	nizil	katab	ištayal
saa?	salla	śirib	ištara
itfassañ	itmašša	itnaa?iš	istaad

24.7 kallimitni w-ana bazaakir.

Continue with the verbs in drill 24.6.

24.8 T: zarni. ana ḥayyaan.

S<sub>1</sub>: zarni w-ana ḥayyaan.

S<sub>2</sub>: zarni lamma kunt<sup>i</sup> ḥayyaan.

Continue with the following:

darris. ana suyayyar. ṯallimu ḥáribi. huwwa-kbiir.

sa'a mayya. hiyya fatšaana. ṣaaifu. iḥna mabsutiin.

farragu ṣa-lbalad. humma-f masr. wassalu. inta tafbaan.

kallim bi-ttilifcon. intu-bṣaad. igtámaṣu wayyaa. inti fi-lbeet.

#### B. Topical sentences.

saft-issitt<sup>i</sup> yalya ?awi. The lady's watch is very expensive.

issitt<sup>i</sup> safiha yalya ?awi. The lady, her watch is very expensive.

muṣzam-ittalamza yaybiin. Most of the students are absent.

ittalamza muṣzamhum yaybiin. The students, most of them are absent.

ṭala-lmuslimiin yiḥiggu. It is required of Muslims to make a pilgrimage (to Mecca).

ilmuslimiin ṣaleehum yiḥiggu. The Muslims, it is required of them to make a pilgrimage.

?axuuya-ṣṭara-lkitaah da. My brother bought this book.

ilkitaab da ?axuuya-ṣṭaraa. This book, my brother bought it.

N24.\* A topical sentence is a construction of topic + comment (cf. Notes 1.1 and 3.3). A topical sentence may be formed from any sentence with a noun phrase consisting of (1) noun + noun (construct) or (2) quantifier + noun, or from one with (3) a verb phrase consisting of modal + free subject + verb, or from (4) a verbal sentence with a free object: verb + free object. The second constituent (always a noun) of each of these constructions may be placed at the beginning and becomes the topic. Note that the topic must be definite.

The first constituent of these constructions must then have a bound pronoun and (with the balance of the construction if there are more than two constituents) becomes the comment. The bound pronoun (traditionally called returning pronoun) in the comment agrees with the topic in gender or number. Note that if the verb requires a preposition before the object, then the preposition takes the returning pronoun. Note also that the comment is always either a verbal or an equational sentence.

DRILLS

24.9 issitt<sup>i</sup> sañitha yalya ?awi. Substitute:

ilmudarris	fustaan	ilmuduir	binti
irriggaala	šunat	badla	?alam
farabiyya	mandiil	sañbi	ilmudarris
axuuya	il?afandi	yada	bluuza
ilbint	šanta	gazma	dawa

24.10 ilkitaab da ?axuuya-štaraa. Substitute:

issaafa	ilfustaan	il?afandi	il?umsaan
ilkursi	il?ilaam	ilbadla	ilgazma
ilkutub	ittalamza	ilbantalaunaat	il?awraa?
?uxti	ilmahifaza	ittazkara	ilbeet
iššanta	ilwadiil	sañbi	?uxti

24.11 ittilmiiz falee-yzaakir. Substitute:

ittilmiza	ilmuslim	ħabb <sup>i</sup> ?ariibu
ittalamza	?ara-lkitaab	ištayal
?axuuya	ilmuslimiin	kull-innaas
daras	iñtamad fala-llaah	sañd-ilħukkuuma
ittaalib	xaaf-allaaħ	ħamal-ilxeer
šakar-allaaħ	kull <sup>i</sup> waħid	iñtafal bi-lħiid
ilmasiñiyyiin	idda-fluus li-lmiñtagiin iñtamad fala nafsu	

24.12 ittalamza muñzamhum rigħu. Substitute:

fihim	idduktoor	il?ustaaz
biyifraf-ingiliizi	biyitkallim	ħamal ?abħaas
ilmasri	il?amrikaani	ilmasriyyiin
biyidris	biyħibb <sup>i</sup> yistaad	biyihtamm <sup>i</sup> bi-lluuġaat
ilfaransaawi	biyiñtiful bi-lħiid	biyitkallim fáħabi
biyifham	saafir barra	biyifraf-ingiliizi

24.13 ilmudarrisiin yadubhum wislu. Substitute:

ittaalib	ibtada	ilmudiriin	il?asadza
ilfummaal	ittafa?	daxal	xarag
il?atr	ilmudarrisiin	issitt	rigiñ
ittayyaara	itħayyin	għiex	ilxaddaam
ittálaba	igtama?	idduktoor	ilbanaat

- 24.14 T: gaww-ilqahira daafi.  
S: ilqahira gawaha daafi.

Continue with the following, using the last noun of the construct as topic:

simiñna ñan tariix-ilfarab.  
mañaddiš daxal maktab-ilmudiir.  
saa?u farabiyyit ñali.  
filuus ?axuuya fi-lbank.  
?asadzit-ilgamfa-ttáfa?u.  
šantit-issítt<sup>i</sup> gild.  
iñtáfalu-b ñiid milaad-ilbint-imbaariñ.  
sañt-ilgamfa bitaxxar.  
ñadad tálabit-ilgamfa-kbiir.

- 24.15 T: umru ma ?aal-ilkilma di.  
S: ilkilma di umru ma ?alha.

Continue with the following, using the object as topic:

miin kabb-il?ahwa.  
ilmudiir ñalee yimdi-lgawabaat.  
miin fatañluhum-ilmactaba.  
masmiñtuuš-ilñikaaya di.  
?allañuu-ssaafa.  
yadubhum xadu-lkutub.  
ñawlit tiftañ-išsanta.  
miš ?adriin yibiñu-farabiyya.  
daxalna-n?abl-ilmudiir.  
maleetu-lñilba-fluus.  
?uluuli-lñikaaya.  
iñsu madzakruuš-iddars.  
xallu-lñaraami yihrab.  
feen-ittilmiziñ-illi katab-ilñikaaya di.

- 24.16 T: ana xaayif mi-l'imtihaan da.  
 S: il'imtihaan da ?ana xaayif minnu.

Continue with the following, using the object after the preposition as topic:

umru ma diri bi-lhikaaya.  
ittilmizi katab li-lmudarris.  
sa'a-1'ahwa li-lfummaal.  
iddit-ilgawaab li-lfummaal.  
iñtafalu bi-lfiid yoom-ilxamiis.  
ilhukkuuma-btihtamm<sup>i</sup> bi-llyaat.  
ittafa'u wayya-lmudiir.  
istálaufu mablay kibiir min 'axuuya.  
innaas biyxaafu fa-lbanaat.  
ana xaayif min ?imtihaan-ittariix.

### C. Verbal nouns.

?abilt-ilmudiir.	I met the director.
<u>talabt<sup>i</sup></u> mu?ablit-ilmudiir.	I asked to meet the director.
?allim-ilbanaat.	He taught the girls.
<u>ilhukkuuma-btihtamm<sup>i</sup>-b</u> tañliim-ilbanaat.	The government is interested in the education of girls.
?adda-ssaarif.	He crossed the street.
tañdiit-iššaariñ mamnuufa.	Crossing the street is forbidden.
saafir bi-ttayyaara.	He traveled by plane.
mabiyhibbiš <u>safar-ittayyaara</u> .	He does not like traveling by plane.
ittalamza ?ablu-lmudarris.	The students met the teacher.
simift <sup>i</sup> fan mu?ablithum li-lmudarris.	I heard of their meeting with the teacher.

N24.3 Verbal nouns are derived from (most but not all) verbs and denote the action of the verb: /?aabila/ 'he met', /mu?abla/ 'the action or process of meeting'.

Verbal nouns from /kallim/, /yanna/, and /zaakir/-type verbs are regularly derivable. If the /kallim/-type has the form C<sub>1</sub>VC<sub>2</sub>C<sub>2</sub>VC<sub>3</sub>, the verbal noun is taC<sub>1</sub>C<sub>2</sub>iiC<sub>3</sub>: /?allim/, /tañliim/ 'teaching, education';

if the verb is  $C_1VC_2C_3VC_4$ , the noun is  $C_1aC_2C_3aC_4a$ : /targim/, /targama/ 'translating, translation'. Nouns derived from verbs of the /yanna/-type (CVCCV) have the form taCCiya: /fadda/, /taṣdiya/ 'crossing'. And from verbs of the /zaakir/-type (CVVCVC), the verbal noun is muCaCCa (or miCaCCa): /zaakir/, /muzakra/ 'studying'; note that the noun derived from /saafir/ is /safar/, hence not regular.

Verbal nouns typically occur in construct phrases, the first noun of which is a verbal noun. Such construct phrases are formed from the following constructions: verb + object/complement becomes verbal noun + object/complement; free subject + verb becomes verbal noun + subject; and free subject + verb + object becomes verbal noun + subject + /li/ + object.

Verbal nouns as predicate complements (N20.4), also frequently follow the verb from which they are derived: /saafid/ and /musaṣda/ in /saṣdu musaṣda-kbiira/ 'he helped him a great deal (with a great help)'.

#### DRILLS

##### LIST 24.1 Verbs

<u>nazzam</u>	organize, plan
<u>rattib</u>	put in order, straighten
<u>wallid</u>	generate, produce
<u>rabba</u>	raise, discipline, train
<u>faamil</u>	deal with, treat (people)
<u>faarid</u>	object to, oppose

24.17 T: darris-illuyaat.

S: tadriis-illuyaat safb.

Continue with the following:

<u>kassar-ilxašab.</u>	?abl-ilmudiir.
<u>targim-ilqur?aan.</u>	zakr-ilfuluum.
<u>fadda-ssāariʃ.</u>	rattib-il <sup>?</sup> ooda di.
<u>rabba-l<sup>?</sup>awlaad.</u>	fassar-ilmas <sup>?</sup> ala di.
<u>faml-innaas dool.</u>	na? <sup>?</sup> a-lloon da.
<u>yayyin-ilmudiriin.</u>	yayyar-ilmadrasa.
<u>wallid-ilkahrabā.</u>	fallim-ilkubaar.

- 24.18 T: darris-il<sup>?</sup>awlaad. haayil.  
 S: darrishum tadriis haayil.

Continue with the following:

rattib-il <u>ooda</u> . gamiil.	ħaawil. tariixi.
targim. haayil.	gaawib. saħħiħ.
na? <sup>?</sup> a. ħilw.	ħaml-innaas. kuwayyis.
rabba-l <sup>?</sup> awlaad. haayil.	ħaariid mašruuñna. šidiid.
zaakir. gaamid.	darrab-ittalamza. ħaskari.
?abl-innaas. zariif.	nazzam-ilbalad. badiif.
saħd-innaas. kibiir.	?axxar-ilmašruuñ. tawiil.
na?š-itħálaba. tawiil.	darris-il <sup>?</sup> awlaad. haayil.

- 24.19 T: darrisit-il<sup>?</sup>adab-ilħárabi.

S: kallimitna fan tadrisha li-l<sup>?</sup>adab-ilħárabi.

Continue with the following:

fassar-innazariyya.	saħd-ilmiħtagiin.
ħallim-ilbanaat.	ħard-ilmašruuñ.
targim-ilkitaab.	ħaml-innaas.
na? <sup>?</sup> a ?agħmal bint.	rabba-lbanaat.
?abl-ilmudiir.	rattib-issafar.
nazzam-ilmadrasa.	ħadda-nnahr.

#### D. The verb /ba?a/ in equational sentences.

irraaqil ba?a miħtaar.	The man became perplexed.
ittilmiiż da ħayib?a muhandis.	This student will become an engineer.

N24.4 Like /kaan/ (N9.5), the verb /ba?a/ (a) is used in equational sentences.

#### DRILLS

- 24.20 T: miši-ktiir fa ba?a taħbaan. ana.  
 S: mišeet kitir fa ba?eet taħbaan.  
 T: hiyya.  
 S: mišyit kitir fa ba?it taħbaana.

Continue with other persons, using the following:

baf*d*<sup>i</sup> ma yitxarrag ḥayib<sup>a</sup> mudarris.

xarag fi-lbard<sup>i</sup> fa ba<sup>a</sup> fayyaan.

zaakir liyaayit ma ba<sup>a</sup> naṣsaan.

lamma ba<sup>a</sup> fi-lgamfa-btada yištayal kuwayyis.

#### SUPPLEMENTARY DRILLS

24.21 da mašruuſ muhimm<sup>i</sup> li-rrayy. Substitute:

storing water	generating electricity
spreading education	cultivation
protecting the country	communication
organizing the workers	training workers
teaching English	converting Al-Azhar into a university

24.22 fiiha fawaayid kitiiр. Substitute:

streets	mountains	inhabitants	companies
sections	lands	museums	hotels
newspapers	rivers	places	buses
festivities	ports	mosques	Christians
towns	temples	churches	Muslims
schools	reference books	research	exhibits

24.23 tismaň tisammañni sootak, Substitute:

lend me the book	show me around town
give me water to drink	mail this letter for me
take me home	wake me up early
tell me what time it is	fill out this form (paper) for me
open this door for me	come to me early

24.24 luh markaz tigaari muhimm.

Substitute, using the adjectives in drill 22.24.

LESSON 25

iddars-ilxamsa-w ſišriin

Conversation

1. marra waañid sayyaad raañ  
yistaad samak.
2. fa bañd<sup>i</sup> ma tiñib kitiir, misik  
sámaka-zyayyara.
3. ?aamit ?alitlu. ya siidi, inta  
šayf-inni-zyayyara ?awi-w  
miš mumkin ?ašabbañak.
4. miš ?añsan-innak tisibni-w tiigi  
-ssana-lgayya timsikni?
5. tikuun ?azhart<sup>i</sup> šáfa?a min  
giha,
6. w-an-akuun kibirt<sup>i</sup> wi-smint<sup>i</sup>  
min giha tanya.
7. ?aam ?allaha-ssayyaad.  
?amma-nti ſiyaliyya.
8. fa bañd<sup>i</sup> m-akuun tiñib<sup>i</sup> tuul  
-innahaar ſašan ?amsikik,
9. ſawzaani ?asiibik w-atñib nafsi  
taani? miš mañ?uul.
10. inti laazim simiñti-imasal  
-il?adiim-illi-byit?aal.
11. ſasfuura fi-lyadd<sup>i</sup> ?añsan min  
ſášara fi-lyadd.

TWO FABLES

Once a fisherman went to catch fish.

After trying very hard, he caught a small fish.

Whereupon it said to him, "You see that I am very small and cannot possibly satisfy you.

Would it not be better to leave me and come and catch me next year?

On the one hand you will have shown mercy,

and on the other I will have grown bigger and fatter."

Then the fisherman said, "You are a shrewd one!

After I have worked hard all day to catch you,

you want me to let you go and go to all this trouble again? Impossible!

You must have heard the old proverb which says:

A bird in the hand is better than ten (to be caught) tomorrow."

- 
1. marra ſamaama ſitšit ſataš ſidiid,  
wi mala?itš<sup>i</sup> mayya tišrab.

Once a pigeon was very thirsty and could not find any water to drink.

2. wi-f ?axr-innahaar, bañd<sup>i</sup> ma  
fattišit wi tišbit,
3. šaafit ballaas markuun gamb<sup>i</sup>  
šagara.
4. fa nizlit bi-surfa-w bassit  
fii-w la?it mayya-f ?ařru.
5. laakin-ilballaas kaan yawiit bi  
ħees-innaha ma?idritš tiwsal  
li-lmayya.
6. fa yidbit wi-btadit tidrab  
-ilballaas bi min?arha ſawza  
tiksaru, laakin ma?idritš.
7. fa ħawlit tizzu?u-b rasha  
fašaan ti?libu.
8. wi lamma šaafit-inn<sup>i</sup> mafiiš  
ħayda-ħtaarit wi 'ářadit  
tifakkar.
9. bañdeen bassit ħawaleeha-w šaafit  
ħigaara-zyayyara fa-1?ard.
10. fa-btadit tišiil-ilħigaara wañda  
wañda-w tirmihum fi  
-ilballaas.
11. wi kāan kull<sup>i</sup> ma ramit ħagar,  
ſilyit-ilmayya-šwayya.
12. fa fidlit tirmi-lħigaara  
-lyayit ma-rtáfaſit-ilmayya-1  
fumm-ilballaas.
13. fa širbit wi-tbásatit.
14. il?azd<sup>i</sup> mi-lħikaaya di, inn<sup>i</sup>-f  
bañd-il?aňyaan-issabri wi  
-lħikma ?aňsan mi-1?uwwa  
wi-lyadab.
- At the end of the day, after an exhausting search, she saw a large pot leaning against a tree. She descended quickly, looked into it, and found water at the bottom. However the pot was so deep that she could not reach the water. She became angry and started to strike the pot with her beak, wanting to break it; however she could not. Then she tried to push it with her head in order to tip it over. When she saw that there was no use (trying), she was puzzled and stopped to think. After a while she looked around her and saw small stones on the ground. Then she began to carry the stones one by one and to throw them into the pot; and every time she threw in a stone, the water rose a little. So she continued to throw in the stones until the water rose to the mouth of the pot. Then she drank and was pleased. The point of this story is that sometimes patience and wisdom are better than force and anger.

## Grammar

### A. Verb phrases with /kaan/.

šala ma-wsilt <sup>i</sup> kaan katab/katb	By the time I arrived, he had written -ilgawaab.
?abl <sup>i</sup> m-awsal ḥaykuunu	Before I arrive, they will have written kátabu/katbiin-ilgawaab.
lamma-wsilt <sup>i</sup> kaan biyiktib	When I arrived, he was writing the -ilgawaab.
lamma-wsilt <sup>i</sup> kaanu ḥayuxrugu	When I arrived, they were going to go /xargiin.
saafit m-awsal ḥaykuun	By the time I arrive, he will be going biyuxrug/xaarig.

N25.1 A verb phrase may include /kaan/ at the beginning. /kaan/ may be perfect or imperfect with /ḥa-/ (but never /bi-/). Note that /ḥa-/ is optional and may or may not be used.

The verb following /kaan/ also may be perfect or imperfect; if imperfect, it must however have a tense prefix. If /kaan/ is perfect, the following verb may be perfect or imperfect with /bi-/ or /ḥa-/ . However if /kaan/ is imperfect, the following verb must be perfect or imperfect with /bi-/ (never /ḥa-/).

Under certain conditions the verb after /kaan/ may be replaced by the active participle: (1) if the verb is perfect and is not a verb of locomotion (N7.7), or (2) if it is imperfect and is a verb of locomotion.

/kaan/ and the following verb(s) have the same subject.

## DRILLS

### 25.1 lamma-wsilt<sup>i</sup> kaanu-byilbisu.

Substitute for /biyilbisu/:

ištayal	rikb-ilfarabiyya	katab
simř-irradyu	řamal-ilwaagib	ḥaawil yiřaddi
řirib ?ahwa	řall-ilmas?ala	řadd-ilfiluus
zaakir	iřtafal bi-lřiid	?ara
salla	itfassař	kal
itkallim	itnaa?iš	itmařša
itxaani?	γanna	?alař

25.2 saafit ma tiwsal ḥankuun binilbis.

Substitute, using the items in drill 25.1.

25.3 <sup>i</sup>'abl<sup>i</sup> ma yiigi ḥatkuunu-lbistu.

Substitute, using the items in drill 25.1.

25.4 kunt<sup>i</sup> ḥaruuñ, wi bañdeen niseet.

Substitute for /ḥaruuñ/:

iñtazar	nadaa	ihtamm <sup>i</sup> bi-lmawduuf
gaab-iššanta	tafa-nnuur	ištara tazkara
safidhum	zarha	?allaha-lñikaaya
katablu gawaab	saññaa	waddaaha-hnaak
?arahaalu	raññala	kammil-ilwaagib

25.5 ?amiira kaanit xáragit <sup>i</sup>'abl<sup>i</sup> ?añmad ma yiigi..

Substitute for /xáragit/ using the items in drill 25.4.

25.6 T: xarag.

S<sub>1</sub>: fala ma-wsilt<sup>i</sup> kaanit xáragit.

S<sub>2</sub>: fala m-awsal, ḥatkuun xáragit.

Continue with the following:

saafir	ḥall-ilmas'ala	itwazzaf
naam	?ara	gih
miši	itfašša	itxadd
raañ-issuu?	siñhi	ibtada-yzaakir

25.7 T: libis.

S<sub>1</sub>: saafit ma-wsilt<sup>i</sup>, kunna-bnilbis.

S<sub>2</sub>: saafit ma ḥatiwsal, ḥankuun binilbis.

Continue with the items in drill 25.1.

#### B. More on topical sentences.

ilfiluus guwwa-1ñilba.

The money is in the box.

ilñilba guwwaaha-fluus.

The box has money in it.

ilfiluus kaanit guwwa-1ñilba.

The money was in the box.

ilñilba kaæn guwwaaha-fluus.

The box had money in it.

ilñilba ḥaykuun guwwaaha-fluus.

The box will have money in it.

ilħimiir ʃand-iifallaħiin.	The donkeys are with the farmers.
ilħimiir miš ʃand-iifallaħiin.	The donkeys are not with the farmers.
ilfallaħiin ʃanduhum ħimiir.	The farmers own donkeys.
ilfallaħiin maʃanduhum <sup>i</sup> -ħimiir.	The farmers do not own donkeys.
ilfallaħiin kaan ʃanduhum ħimiir.	The farmers owned donkeys.
ilfallaħiin makan <sup>i</sup> ʃanduhum ħimiir.	The farmers did not own donkeys.
ilkitaab (miš) ʃandi.	The book is (not) with me.
(ana) ʃandi-ktaab.	I own a book.
(ana) maʃandiis kitaab.	I do not own a book.

N25.2 To form a topical sentence from an equational sentence whose predicate is a prepositional phrase, the noun or pronoun after the preposition becomes the topic, and the preposition takes the returning pronoun (N24.2). If the topic is a pronoun, it may be omitted.

As in equational sentences (N9.5), in topical sentences formed from them /kaan/ may also be used. Note, however, that /kaan/ (or /yikuun/) in these topical sentences shows no agreement in person and number or gender.

To negate a topical sentence formed from an equational sentence without /kaan/, /ma- -š/ (rather than /miš/) is used with the construction preposition + returning pronoun. Note that the negative of /maħaaya/ is /mamaħiis/.

Note the difference in meaning of /ʃand/ in equational and topical sentences. Only in the latter does it denote ownership (cf. also N9.1).

#### DRILLS

25.8 T: ilfiluus guwwa-1fīlba.

S: ilfīlba guwwaaha-fluus.

Continue with the following:

ittálab <sup>a</sup> fi-lgħamfa.	il-ammiis guwwa-ddurg.
issanta wara-lbaab.	ilkitaab maħa-lbint.
ilwára <sup>a</sup> sa-lmaktab.	iššanta foo?-iddulaab.
ilfiluus ʃand <sup>i</sup> sali.	ħiġġiit-ilfārabi ba'd-ilmuħadra.
illukanda għemb-ilmaħatta.	ittazkara ʃand <sup>i</sup> saħbi.
ilmaktaba u-ġad-ilmadrasa.	iššubbaak fi-1qooda.

25.9 T: ilfiluuus guwwa-l̄ilba.

S<sub>1</sub>: ilfiluuus kaanit guwwa-l̄ilba.

S<sub>2</sub>: il̄ilba kaan guwwaaha-fluus.

S<sub>3</sub>: il̄ilab kaan guwwaahum filuus.

Continue with the sentences in drill 25.8.

25.10 T: ilfiluuus guwwa-l̄ilba.

S<sub>1</sub>: il̄ilba kaan guwwaaha-fluus.

S<sub>2</sub>: il̄ilba makans̄<sup>i</sup> guwwaaha-fluus.

S<sub>3</sub>: il̄ilab makans̄<sup>i</sup> guwwaahum filuus.

Continue with the sentences in drill 25.8.

25.11 T: ſandu ?alam.

S<sub>1</sub>: ſandak ?alam?

S<sub>2</sub>: la?. maſandiiš ?alam.

S<sub>3</sub>: ana muta?akkid-inn<sup>i</sup> maſanduuš ?alam.

Continue with the following:

maſaa tazkara.

luh 'axx<sup>i</sup>-f ?amriika.

ſandu-fluus kitiiir.

maſaa ?alam rusaas.

luh ?araayib hina.

ſandu ?awlaad.

ſandu ſarabiyya.

luh beet ſa-lbañr.

25.12 T: ſandu ?alam.

S<sub>1</sub>: kaan ſandukum ?alam?

S<sub>2</sub>: la?. makans̄<sup>i</sup> ſandina ḫaaga.

S<sub>3</sub>: ?ana muta?akkid inn<sup>i</sup> makans̄<sup>i</sup> ſanduhum ḫaaga.

Continue with the sentences in drill 25.11.

25.13 T: ſandu ?alam. ana.

S: maſandiiš ?alam.

T: hiyya.

S: maſandahaaš ?alam.

Continue with other persons, using the sentences in drill 25.11.

### C. /illi/-phrases in topical sentences.

ittilmizi ?ara-l̄ikaaya. The student read the story.

il̄ikaaya-ttilmizi ?araaha. The story, the student read it.

il̄ikaaya latiifa. The story is nice.

ilñikaaya-lli-ttilmiiz <u>?araaha</u>	The story which the student read
latiifa.	is nice.
ilfiluus guwwa-lñilba.	The money is in the box.
ilñilba guwwaaha-fluus.	The box has money in it.
ilñilba <u>daafit.</u>	The box was lost.
ilñilba-lli guwwaaha-fluus <u>daafit.</u>	The box which has money in it was lost.
sañt-issitt <sup>i</sup> yalya.	The lady's watch is expensive.
issitt <sup>i</sup> sañitha yalya.	The lady, her watch is expensive.
issitt <sup>i</sup> ?axuuha <u>sañbi.</u>	The lady, her brother is my friend.
issitt-illi sañitha yalya ?axuuha <u>sañbi.</u>	The lady whose watch is expensive, her brother is my friend.

N25.3 Like the noun subject of an equational or a verbal sentence (Notes 9.2 and 21.3), the topic if a noun may have an /illi/-phrase as an attributive. Along with other constructions, /illi/ + comment may be so used. To the resulting noun phrase a new predicate or verb or comment must then be added, yielding respectively an equational or verbal or topical sentence.

#### DRILLS

- 25.14 issitt-illi sañitha-tsára?it hina.  
Substitute, using the nouns in drill 24.9.
- 25.15 ilkitaab-illi ?axuuya-štaraa daaf.  
Substitute, using the nouns in drill 24.10.
- 25.16 feen-il mudarrisiin-illi yadubhum wislu.  
Substitute, using the items in drill 24.13.
- 25.17 T: darris-il madda.  
 $S_1$ : tadriis-il madda di sañb.  
 $S_2$ : il madda di tadrisha sañb.  
 $S_3$ : hiyya di-lmadda-lli tadrisha sañb?  
Continue with the sentences in drill 24.19.

25.18 T: simiñna-lñikaaya. ilñikaaya yariiba.

S: ilñikaaya-lli-smiñnaaha yariiba.

Continue with the following:

?aal-ilkilma di. ilkilma wiñša.

yadubhum xadu-lkutub. ilkutub bituuñi.

miš ?adriin yibiñu-lñarabiyya. ilñarabiyya ?adiima.

ilñukuuma-btihtamm<sup>i</sup> bi-lluyaat. illuyaat ?agnabiyya.

istálfu mablay. ilmablay kibiir.

ana xaayif mi-1?imtiñaan. il?imtiñaan safb.

šantit-issitt<sup>i</sup> gild. issitt<sup>i</sup> masriyya.

ištara-1?ard. il?ard<sup>i</sup> xisba.

xuufu bana-lharam. ilharam kibiir.

inniil biysabbib xasaayir. ilxasaayir kibiira.

25.19 T: ilkitaab maña-lbint. ilbint<sup>i</sup> faatit min hina.

S: ilbint-illi faatit min hina mañaaha-ktaab.

Continue with the following:

il?ahwa fi-lfingaan. ilfingaan-itkasar.

ilwára?a ſa-lmactab. ilmactab fi ?utti.

iššanta fi-lñarabiyya. ilñarabiyya-tbaafit.

il?agaaza bañd-ilñiid. ilñiid fi ?ayustus.

ilganaayin ḥawaleen-ilbeet. ilbeet ſa-nniil.

ittamy<sup>i</sup> fi-nnahr. innahr<sup>i</sup> biyfiid.

ilxazzaan wara-ssadd. issadd<sup>i</sup> ſa-nniil.

ilmafaabid gamb-ilmadiina. ilmadiina ſa-lbañr.

ilbadu fi-ssañra. issañra gamb-ilñuduud.

#### SUPPLEMENTARY DRILLS

25.20 Repeat the story of the pigeon, substituting /yuraab/ for /ñamaama/; repeat again, substituting /ñamamteen/ for /ñamaama/.

25.21 ?amma-nti ḥiyaliyya.

Substitute for /inti ḥiyaliyya/:

a strange thing	a wise man	a huge library
an impossible story	a beautiful house	a magnificent voice
an enjoyable trip	a rapid train	a heavy rain

Conversation

## THE ARABIC LANGUAGE I

1. innaas-illi-byitkallimu-lluya  
-lʃarabiyya-byitsammu-lʃarab.      The people who speak Arabic are called Arabs.
2. ?abl-ilqarn-issaabiñ, kull  
-ilʃarab ta?riiban kaanu  
 biyñišu-f šibh-ilgaziira  
-lʃarabiyya.      Before the 7th century, almost all of the Arabs lived in the Arabian Peninsula,
3. fiima ſada ſadad ?aliil kaanu  
 sakniin fi ganuub-ilʃiraaq wi  
-l'urdun wi-f ſar?<sup>i</sup> surya.      except for a small number who were living in southern Iraq and Jordan, and eastern Syria.
4. bañd-innabi muñhammad ma maat,  
 ilmuslimiin-ilʃarab nášaru  
-l'islaam fi-ſſar?-il?awsat  
 kullu.      After the Prophet Muñammad died, the Muslim Arabs spread Islam throughout the Middle East.
5. wi maña-l'islaam-intášarit  
-illuya-lʃarabiyya.      With Islam, the Arabic language spread,
6. wi ḥallit bañd<sup>i</sup> mudda mañall<sup>i</sup>  
 luyaat-iſſar?-il?awsat-ittanya.      and eventually replaced the other languages of the Middle East.
7. ?abl-ilfatñ-ilʃáribi-nnaas fi  
-lʃiraaq wi surya-w libnaan  
 wi-l'urdun wi-falistiin kaanu  
-byitkallimu-lluya-l'aramiyya,      Before the Arab conquest, the people in Iraq, Syria, Lebanon, Jordan, and Palestine used to speak Aramaic,
8. wi-f masr<sup>i</sup> kaanu-byitkallimu  
-lluya-l'ibtiyya.      and in Egypt they spoke Coptic (Egyptian).
9. illuya-lʃarabiyya ḥallit mañall  
-il'aramiyya wi-l'ibtiyya,      The Arabic language replaced Aramaic and Coptic
10. wi ba?it luyit-ilbilaad di  
 kullah.      and became the language of all these countries.

11. wi-f ſamaal 'ifriqya kamaan,  
muſzam-issukkaan-istabdilu  
-lluuyaat-ilmañalliyya bi  
-lluuya-1farabiyya.
12. innama naas kitir xusuusan fi  
-1aryaaf, iñtáfazu bi-lluuyaat  
di-lyayt-innaharda.
13. fa fi-lmayrib másalan, ḥawaali  
xamsiin fi-lmiyya min  
-issukkaan biyitkallimu luya  
barbariyya.
14. tabfan muſzamhum biyiřrafu wi  
-byistañmilu-1rábi kamaan.
15. ?amma fi-ssudaan fa-lluuya  
-1arabiyya ḥallit mañall  
-illuyaat-ilmañalliyya fi  
-ššamaal bass.
16. fi-lganuub-innaas-iñtáfazu-b  
luyatnum-il?asliyya.
17. ḥaliyyan-ilrábi huwwa-lluuya  
-rrasmiyya fi-ssudaan.
18. bixlaaf sukkaan-ilbilaad  
-1arabiyya, fii naas  
biyitkallimu rábi,
19. fi 'ifriqya ganuub-iſſaňra  
-1kibiira, wi-f baſdi  
gumhuriyyaat-il<sup>i</sup>?ittiňaad  
-issufyeeti.
20. fi-lwa?t-ilhaadir-lluuya  
-1arabiyya luyit ḥawaali  
miit milyoon min-innaas.
- Likewise in north Africa, most of the inhabitants exchanged the local languages for Arabic.
- However, many people especially in the rural areas have kept these languages until today.
- In Morocco, for example, about fifty percent of the inhabitants speak a Berber language.
- Of course most of them know and use Arabic as well.
- As for the Sudan, Arabic has replaced the local languages only in the north;
- in the south the people have kept their original languages.
- At present, Arabic is the official language in the Sudan.
- Besides the inhabitants of the Arab countries, there are people who speak Arabic
- in Africa south of the Great Desert (Sahara) and in some of the Republics of the Soviet Union.
- At the present time, Arabic is the (native) language of about 100 million people.

21. wi *yeer kida*, muslimiin kitir  
fi-l<sup>i</sup>saalam biyis<sup>r</sup>afuuha wi  
-byit<sup>f</sup>allimuuh.

In addition, many Muslims in the world know and study it.

22. illuya-l<sup>i</sup>arabiyya wi-tturkiyya  
wi-lfarisiyya 'ahamm<sup>i</sup> luyaat  
-i<sup>š</sup>sar?-il<sup>i</sup>awsat.

Arabic, Turkish, and Persian are the most important languages of the Middle East.

### Grammar

#### A. The modal /ba'a/ + /li/.

ba'aalu-byilbis sañteen.

He has been dressing for two hours.

ba'aalu laabis sañteen.

He has been dressed for two hours.

ilbint<sup>i</sup> ba'alha-btilbis saaÑa.

The girl has been dressing for an hour.

ilbint<sup>i</sup>-btilbis ba'alha saaÑa.

The girl has been dressing for an hour.

ilbint<sup>i</sup>-btilbis laha saaÑa.

The girl has been dressing for an hour.

ilwalad laabis luh saaÑa.

The boy has been dressed for an hour.

N26.1 This modal requires a bound pronoun and is followed by a verb in the imperfect (with or without /bi-/), but not /ka-/ or by an active participle. The subject of the verb and the pronoun agree in person and number or gender; with a participle, the pronoun agrees in number or gender. The construction of modal + pronoun + verb/participle is followed by a time complement, and may be preceded by a noun phrase.

The modal may also follow a verb or a participle. If it follows, /ba'a/ may be omitted and only /li/ + pronoun (Table 16.1) may be used.

### DRILLS

26.1 ba'alha-btikallim saaÑa.

Substitute, using the verbs in drill 24.6.

26.2 T: libis.

S<sub>1</sub> to S<sub>2</sub>: ba'aalak laabis ?add<sup>i</sup> ?ee,

S<sub>2</sub>: ba'aali laabis saaÑa.

S<sub>3</sub> of S<sub>2</sub>: ba'aalu laabis ?aktar min saaÑa.

Continue with the following:

kal	siňi
rikib	itwazzaf
wi'if	itfayyin
ityadda	širib
yaab	miši

26.3 T: libis.

S<sub>1</sub>: ba'alkum labsiin ?add<sup>i</sup> 'ee,

S<sub>2</sub>: ba'alna labsiin saařa.

S<sub>3</sub>: ba'alhum labsiin ?aktar min saařa.

Continue with the verbs in drill 26.2.

26.4 ilbint<sup>i</sup>-btiblis ba'alha saařa. Substitute:

ilbanaat	itnaa'iš	zaakir	il'awlaad
kal	innaas	itmašša	yanna
irraagil	ištayal	ilbint	katab
?ara	il'aamil	baka	il'ustaaz
ittálabá	<u>ittaalib</u>	naada	<u>fassar</u>

26.5 ilbint<sup>i</sup>-btiblis laha saařa.

Substitute, using the items in drill 26.4.

26.6 T: ba'aalu-yzaakir sařteen. intu.

S: ba'alkum tizakru sařteen.

T: humma.

S: ba'alhum yizakru sařteen.

Continue with other persons, using the following:

ba'aalu-byitfallim fáabi sana.

ba'aalu waa'if barra saařa.

ba'aalu-byi'ra mi-ssubñ.

ba'aalu biydu??<sup>i</sup> fa-lbaab saařa.

ba'aalu-msaafir šahreen.

ba'aalu-byitfašsim šahr.

ba'aalu mittifi? mařaahum mudda.

B. Elliptic noun phrases.

ittalat kutub dool bituuñi.	Those three books are mine.
ittalaata dool bituuñi.	Those three are mine.
dool bituuñi.	Those are mine.
ittalamza kulluhum yaybiin.	All of the students are absent.
kulluhum yaybiin.	All of them are absent.
ittilmiziñ-innabiiñ nagañ.	The intelligent student passed.
innabiiñ nagañ.	The intelligent one passed.
issitt-illi šayla- <u>ššanta</u> masriyya.	The lady carrying the purse is Egyptian.
illi šayla- <u>ššanta</u> masriyya.	The one carrying the purse is Egyptian.
haat-il'alam-illi ſa-ttarabeeza.	Give me the pencil on the table.
haat-illi ſa-ttarabeeza.	Give me the one on the table.

N26.2 In the following types of noun phrases (1) numeral + noun, (2) noun + demonstrative, (3) noun + quantifier, (4) noun + adjective, and (5) noun + /illi/-phrase, the noun may be omitted. Although without a noun (cf. N23.3), the remainder of the phrase may be used in any construction in which a noun phrase may occur. It is hence known as an elliptic noun phrase.

DRILLS

- 26.7 T: ilkitaab maña-lbint. ilbint<sup>i</sup> faatit min hina.  
 S<sub>1</sub>: miš kull<sup>i</sup> bint<sup>i</sup> mañaaha-ktaab.  
 S<sub>2</sub>: laakin-illi faatit min hina mañaaha-ktaab.  
 Continue with the sentences in drill 25.19.
- 26.8 iddars-issaatit sañb<sup>i</sup> wi-1ñašir ?asñab.  
 Substitute for /ñašir/ using the numerals in drill 17.18.
- 26.9 ahoo-lkitaab-il'awwilaani. ?ummaal feen-ittaani.  
 Substitute for /kitaab/ using the nouns in drill 17.20.
- 26.10 ilñišriin kitaab dool bituñhum. iddiini-1ñášara dool-illi hina.  
 Substitute for /ilñišriin/ or /kitaab/ using the items in drill 12.14.
- 26.11 T: idda-ssaañsa-1 sañbu. xad.  
 S<sub>1</sub>: idda ?ashaabu kulluhum saañsa.  
 S<sub>2</sub>: kulluhum xadu saañsa.

Continue with the following:

warra-lgawaab li-lmudarris. šaaf.  
sallif-ilfiluus li ?araybu. istalaf.  
sa?a-1?ahwa li-lfummaal. širib.  
daffa?ilmixalfa li-lfallaañ. dafa?.  
šayyil-iššanta li-rraagil. ištaal.  
labbis-ilgazma li-lbint. libis.  
darris ſárábi li-lwalad. daras.

C. Derived verbs: /ista-/ prefix.

<u>irragl</u> - <u>istayrab</u> .	The man was surprised.
<u>irraagil</u> ḥay <u>istayrab</u> .	The man will be surprised.
<u>ilmudiir</u> - <u>ista?aal</u> .	The director resigned.
<u>ilmudiir</u> ḥay <u>ista?iil</u> .	The director will resign.
<u>ilwalad</u> - <u>ista?add</u> .	The boy got ready.
<u>ista?addeena</u> - <u>b</u> <u>surfa</u> .	We got ready quickly.
<u>ſali</u> - <u>byista?idd</u> .	Ali is getting ready.

N26.3 Derived verbs with the /ista-/ prefix may be formed from the /katab/, /rama/, /šaaf/, /ḥabb/, and /yanna/-types. These derived verbs have no meanings in common, and the meanings are not predictable (cf. N23.2).

The vowel patterns of these derived verbs are predictable. The perfect and imperfect forms of all verbs derived from the /katab/, /rama/, and /yanna/-types are respectively the same: istaCCVC, istaCCa, and istaCaCCa. All of these hence belong to Class I, regardless of the class to which the simple verbs belong.

The perfect forms of all verbs derived from the /šaaf/ and /ḥabb/-types are istaCaaC and istaCaCC; the imperfect are istaCiiC and istaCiCC. All of these belong to the /i/ class, regardless of the class to which the simple verbs belong. Note that verbs derived from the /šaaf/-type do not have two different vowel patterns in the perfect as do the simple verbs: /šaaf/, /šuft/, but /ista?aal/, /ista?alt/.

The participle of these verbs is /mi-/ + the imperfect stem: /mistayrab/, /mista?iil/, /mista?idd/.

## DRILLS

### LIST 26.1    Verbs

<u>istayrab</u>	be surprised	<u>istañamma</u>	bathe, swim
<u>istañbil</u>	welcome	<u>istañaan (i)</u>	seek assistance
<u>istañzin</u>	ask permission	<u>istašaar (i)</u>	seek advice
<u>istafhim</u>	inquire	<u>istañadd (i)</u>	get ready
<u>istañgil</u>	hurry	<u>istamarr (i)</u>	continue
<u>istañla</u>	consider nice	<u>istañall (i)</u>	become independent
<u>istanna</u>	wait		

26.12 T: istañadd<sup>i</sup> li-1?imtiñaan. intu.

S: istañaddeetu li-1?imtiñaan.

T: humma.

S: istañaddu li-1?imtiñaan.

Continue with other persons, using the following:

<u>istafhim</u> ſan-ilmañaad.	<u>istañamma</u> fi-1bañr.
<u>istañzin</u> wi <u>xarag</u> .	<u>istañla</u> -lbeet da.
<u>lamma</u> ſafha- <u>stayrab</u> .	<u>istamarr<sup>i</sup>-f</u> tarii?u.
<u>istašaar</u> duktoor kibiir.	<u>istañaan</u> bi-1buliis.
<u>istannaaha</u> ſañteen.	lamma ſaafu- <u>stañgil</u> .

26.13 T: istañadd<sup>i</sup> li-1?imtiñaan. intu.

S: ḥatistañiddu li-1?imtiñaan.

T: humma.

S: ḥayistañiddu li-1?imtiñaan.

Continue with other persons, using the sentences in drill 26.12.

26.14 T: istañadd<sup>i</sup> li-1?imtiñaan.

S<sub>1</sub>: istañidd<sup>i</sup> li-1?imtiñaan.

S<sub>2</sub>: istañiddi li-1?imtiñaan.

S<sub>3</sub>: istañiddu li-1?imtiñaan.

Continue with the sentences in drill 26.12.

26.15 T: istañadd<sup>i</sup> li-1?imtiñaan.

S<sub>1</sub> to S<sub>2</sub>: inta mistañidd<sup>i</sup> li-1?imtiñaan?

S<sub>2</sub>: aywa, ana mistañidd<sup>i</sup> li-1?imtiñaan.

S<sub>3</sub>: la?, huwwa miš mistañidd<sup>i</sup> li-1?imtiñaan.

Continue with the following:

istayrab ?awi.

istañlaaha.

istañgil.

istañamma fi-nniil.

istamarr<sup>i</sup>-f tarii?u.

istannaahum saañsa.

26.16 T: istañadd<sup>i</sup> li-1?imtiñaan.

S<sub>1</sub>: miin mistañidd<sup>i</sup> li-1?imtiñaan.

S<sub>2</sub>: iñna mistañiddiin li-1?imtiñaan.

S<sub>3</sub>: humma miš mistañiddiin li-1?imtiñaan.

Continue with the sentences in drill 26.15.

26.17 T: istañadd<sup>i</sup> li-1?imtiñaan.

S<sub>1</sub>: fii naas-istañaddu li-1?imtiñaan.

S<sub>2</sub>: fii naas mistañiddiin li-1?imtiñaan.

S<sub>3</sub>: mafiiš ñadd<sup>i</sup> mistañidd<sup>i</sup> li-1?imtiñaan.

Continue with the sentences in drill 26.15.

D. Verbal nouns from /-t-/ and /ista-/ verbs.

irra?iis-ihtamm<sup>i</sup> bi-lmawduuß.

The president was interested in the project.

simiñna ñan-ihtimaam-irra?iis  
bi-lmawduuß.

We heard about the president's interest in the project.

ihtamm bi-lmawduuß-ihtimaam  
kibiir.

He was greatly interested in the project.

ilmudiir-ista?aal.

The director resigned.

simiñt ñan-isti?alt-ilmudiir.

I heard about the director's resignation.

ista?bilu-rra?iis.

They welcomed the president.

ista?bilu-rra?iis-isti?baal  
gamiil.

They welcomed the president enthusiastically.

N26.4 Verbal nouns (N24.3) from verbs with /-t-/ (N23.2) and /ista-/ (N26.3) are regularly derivable. The details are given in the following table.

	<u>Verb</u>	<u>Noun</u>
/katab/-type	iCtaCaC	iCtiCaaC
/ħabb/	iCtaCC	iCtiCaaC
/šaaf/	iCtaaC	iCtiyaaC
/rama/	iCtaCa	iCtiCa
/katab/	istaCCi/aC	istiCCaaC
/ħabb/	istaCaCC	istiCCaaC
/šaaf/	istaCaaC	istiCaaCa
/rama/	istaCCa	istiCCa

Table 26.1

DRILLS

- 26.18 T: ihtamm<sup>i</sup> bi-lluyaat.  
 S: ilihtimaam bi-lluyaat daruuri.

Continue with the following:

igtamañ wayya-lmudiir.	istañaan bi-nnaas.
iñtafal bi-lñiid.	istañaar-idduktoor.
ittafa? mañaahum.	istañadd li-ssafar.
iñtamad ñala-llaah.	ista?all.
iñtazar ñan-ilýalat.	istamarr <sup>i</sup> fi-lñamal.
istañgil.	istaxrag-ilbitrool.

- 26.19 T: ihtamm<sup>i</sup> bi-lluyaat. kibiir.  
 S: ihtammit bi-lluyaat-ihtimaam kibiir.

Continue with the following:

ista?bil ?axuu. gamiil.	iñtafal bi-lñiid. kibiir.
istañmil-ilkitaab. kibiir.	iñtamad ñala-llaah. kaamil.
istañadd. kaamil.	ixtalaf mañaa. šidiid.
ista?all. kaamil.	irtafañ. kibiir.
igtamañ wayyaa. <u>tawiil</u> .	ittafa? wayyaa. kaamil.

- 26.20 T: ihtamm<sup>i</sup> bi-lluyaat.  
 S: ilihtimaam bi-lluyaat bi-ššakl<sup>i</sup> da mañitu ?ee,  
 Continue with the sentences in drill 26.18.

#### SUPPLEMENTARY DRILLS

26.21 zamaan-innaas kaanu biy-naamu badri.

Substitute:

be afraid of the police	beat the children
wake up early	ride donkeys
like to tell stories	prefer to live in villages
visit each other a lot	be able to walk a lot
not travel a lot	be interested in religion
find life difficult	be not aware of time

26.22 ilfáabi ḥall<sup>i</sup> maḥall-illuya-l<sup>i</sup>btiiyya.

Substitute:

English, French	the Americans, the original inhabitants
the Arabs, the foreigners	the new dam, the old dam
the wolf, the fox	the car, the donkey
German, French	Spanish, the local language
the city, the village	Arabic, Aramaic

26.23 innaas-illi-byitkallimu fáabi-byitsammu-lfáab.

Substitute:

steal, thieves	work the land, farmers
live in America, Americans	teach in the university, professors
live in the desert, bedouins	built the pyramids, Pharaohs
treat the sick, doctors	fish, fishermen
live in France, French	drive cars, drivers

26.24 ilmasriyyiin biyfiišu-f waadi-nniil.

Substitute:

love their country	celebrate the cresting of the Nile
reclaim much land	speak Arabic
are interested in education	built the pyramids
work hard	don't like to leave their country
extract oil	are building the dam
depend on irrigation	are increasing rapidly
live in towns and villages	depend on the water of the Nile
exchanged Coptic for Arabic	have kept their independence

Conversation

## THE ARABIC LANGUAGE II

1. illuya-lfarabiyya laha lahgaat  
kitiir.
2. fa-llahga-lli byitkallimha-nnaas  
fi-lqahira-btixtilif ſan lahgit  
-irrabaat ?aw baydaad ?aw ḥatta  
lahgit ?asyuut.
3. wi-llahgaat di-btixtilif min  
gihat-ilaswaat wi-lkalimaat  
wi tarkiib-ilgumal.
4. laakin kull-ilfarab luhum luya  
muſtāraka-smaha-lfusña  
-lhadiisa.
5. wi di hiyya-lluya-1mustaғmala  
fi-lgaraniil wi-1muḥadraat wi  
-lkutub-iladabiyya wi-1ilmīyya,
6. wi fi-1munasbaat-irrasmiyya, wi-f  
baʃd<sup>i</sup> baraamig-ilizaafa.
7. bixlaaf-ilfusña-lhadiisa fii  
fusña ?adiima.
8. wi di hiyya luyit-ilqur?aan wi  
-1adab-iladiim.
9. illuya-lfarabiyya yaniyya giddan  
fi ?adabha.
10. wi ?adabha-byimtadd<sup>i</sup> mi-lgarn  
-issaadis li-nnnaharda.
11. fi-1fuṣṣuṣ-ilwusta kaanit-illuya  
- 1farabiyya luyit-ilfilm<sup>i</sup> wi  
-1adab wi-rriyaada wi-ttibb<sup>i</sup>  
wi-1falsaфа.
- The Arabic language has many dialects.
- The dialect spoken in Cairo differs from the dialect of Rabat or Baghdad, or even that of Asyut.
- These dialects differ in their sounds, vocabulary, and sentence constructions.
- However, all Arabs have a language in common, called Modern Standard Arabic.
- This is the language used in newspapers, lectures, literary and scientific writings (books), and on official occasions and on some radio programs.
- Besides Modern Standard there is also Classical Arabic.
- This is the language of the Quran and classical literature.
- Arabic has a very rich literature.
- This literature extends from the 6th century until today.
- In the Middle Ages, Arabic was the language of science, literature, mathematics, medicine, and philosophy.

12. ilqarab kulluhum min muslimiin wi masiñiyyiin wi yahuud biyiftibru -lgur?aan tuñfa ?adabiyya. All of the Arabs, whether Muslims, Christians, or Jews, consider the Quran a masterpiece of literature.
13. laakin bixlaaf kida, ilqur?aan ?asaas-il?islaam. However, in addition to this, the Quran is the foundation of Islam,
14. fa-lmuslimiin biy?amnu-nnu kalaam-allaañ-illi nizil ñala muñammad. for the Muslims believe that it is the word of God which was revealed to Muhammad.
15. wi-lqur?aan fii miyya-w ?arbañtaašar suura. In the Quran there are 114 chapters.
16. issuura-l?awwilaniyya suura ?usayyara-smaha-lfaatiña, The first is a short chapter called "The Opening".
17. wi hiyya salaat šukr<sup>i</sup>-w ñamdi li-llaah. This is a prayer of thanks and praise to God.
18. issuwar-ittanyiin mitrattibiin bi ñasab tulhum. The other chapters are arranged according to their length.
19. fa-ssuura-ttanya ?atwalhum, wi -ssuura-l?axraniyya ?a?sarhum. The second chapter is the longest, and the last chapter is the shortest.
20. tisfiin suura mi-lqur?aan suwar ?usayyariin nizlu-f makka. Ninety of the chapters of the Quran are short and were revealed in Mecca.
21. il?arbañ-a-w fišriin suura -lba?yiin nizlu fi-lmadiina. The remaining 24 chapters were revealed in Madina.
22. fi-lqur?aan ñikayaat kitir bitišbih ñikayaat-ilkitaa'b -ilmu?addas, zayy<sup>i</sup>-ñikayaat -ibrahiim wi muusa-w fiisa. In the Quran, there are many stories similar to stories of the Bible (the Holy Book), like the stories of Abraham, Moses, and Jesus.
23. ilqur?aan mittargim li xamsiin luya ta?riiban. The Quran has been translated into some fifty languages;
24. ?awwil targama-t?ámalit bi -llatiini fi-lqarn<sup>i</sup> litnaašar. the first translation was made into Latin in the 12th century.

## Grammar

### A. Verb phrases with /kaan/ + modal.

nifsina-nsaafir.	We long to travel.
kaan nifsina-nsaafir.	We longed to travel.
ħaykuun ʕalayya ?aktib gawaab.	It will be necessary that I write a letter.
Tammaliin tizakru.	You study all the time.
kuntu ʕammaliin tizakru.	You studied all the time.
ana miš ʕawzu yiigi.	I do not want him to come.
ana makuntiš ʕawzu yiigi.	I did not want him to come.
ħumraha ma tirkab-il <sup>?</sup> atr.	She never rides the train.
kaanit ħumraha ma tirkab-il <sup>?</sup> atr.	She never rode the train.
laazim yizakru.	They must study.
kaanu laazim yizakru.	They had to study.
ba'aalu yilbis saaʃa.	He has been dressing for an hour.
kaan ba'aalu yilbis saaʃa.	He had been dressing for an hour.
ħaykuun ba'aalu yilbis saaʃa.	He will have been dressing for an hour.

N27.1 A verb phrase may include /kaan/ + modal at the beginning (cf. Notes 21.1 and 25.1). /kaan/ may be perfect or imperfect with or without /ħa-/ (but never /bi-/). All previously indicated restrictions on verb sequences and forms of the verb after modals apply here also (see Notes 15.1, 16.1, 17.1, 18.1, 19.1, 21.2, and 26.1). In other words, all types of verb phrases (with or without modals) may have /kaan/ at the beginning.

In the construction /kaan/ + modal + verb, /kaan/ and the following verb(s) have the same subject unless the modal is /nifs/ or /ħala/ or /?azd/. If one of these is used, then only the 3 m. /kaan/ or /yikuun/ occurs. With these modals /kaan/ hence shows no agreement in person and number or gender.

## DRILLS

- 27.1 T: kaan nifsu yudxul-ilgamʃa, laakin ma?dirš. iħna.  
S: kaan nifsina nudxul-ilgamʃa, laakin ma?dirnaaš.  
T: hiyya.  
S: kaan nifsaħa tudxul-ilgamʃa, laakin ma?idritš.

Continue with other persons.

Repeat, using the following:

kaan ba'aalu yistanna sasteen.  
fi-lwa<sup>t</sup><sup>i</sup> da, ḥaykuun zamaanu wisil.  
lamma 'abiltu, kaan yadoobu xarag mi-lbeet.  
'abl<sup>i</sup> ma yiigi, kaan ʕalee yiktib gawaab.  
lamma-wsilt, kaan ʕammaal yizaakir.  
fi-ssaafa di, ḥaykuun yadoobu daxal yinaam.  
baʃd<sup>i</sup> xamas da'aayi?, ḥaykuun ba'aali 'aštayal taman safaat.  
kaan laazim yistannaani hina. mastannaas lee,

27.2 kaanu ʕawziin yiigu, laakin ma?idruuš.

Substitute for /ʕawziin yiigu/:

naawi yitfassaň.	?azdu yista'zin.
ʕalee yibtidi ḥaalan.	laazim yisalli.
nifsu yistamirr.	ʕaawiz yištiri ʕarabiyya.
naawi yiħtaal ʕalee.	nifsu yitwazzaf fi-lħukuumma.
laazim yihtamm <sup>i</sup> bi-lmašruuʃ.	nifsu yuxrug yistaad.

27.3 lamma-wsilt<sup>i</sup> kaanit ʕammaala-dzaakir.

Substitute for /ʕammaala-dzaakir/:

ʕaawiz <u>yuxrug</u> .	ba'aalu yistanna safa.
naawi yitkallim bi-ttilifoon.	yadoobu <u>xarag</u> .
nifsu <u>yuxrug</u> yitfassaň.	ʕammaal yitmašša.
ʕammaal yištayal.	ba'aalu-yfakk̄ar sasteen.
ʕalee yiktib gawaab.	yadoobu rigiʃ.

27.4 lamma tiwsal ḥakuun ʕammaal 'azaakir.

Substitute, using the sentences in drill 27.3.

27.5 T: ʕammaal yizaakir.

S<sub>1</sub>: imbaariñ fi-ssaafa di kunna ʕammaliin nizaakir.

S<sub>2</sub>: bukra fi-ssaafa di ḥankuun ʕammaliin nizaakir.

Continue with the sentences in drill 27.3.

B. The modal /yareet/.

yaritni <u>ruħt</u> -ilbeet.	I wish I had gone home.
yareet <u>ruħt</u> -ilbeet.	I wish I had gone home.
yareetu <u>?ara</u> -ddars.	I wish he had read the lesson.
yareet <u>?ara</u> -ddars.	I wish he had read the lesson.
yareet <u>niruuħ</u> nišuufu.	I wish we would go to see him.
yareet yi? <u>ra</u> -ddars.	I wish he would read the lesson.

N27.2 This modal may be followed by the perfect or imperfect without tense prefixes. If it is followed by the perfect, /yareet/ may have a bound pronoun which agrees with the subject of the verb. However, it cannot have a pronoun if the following verb is imperfect.

DRILLS

27.6 T: rigiñ.

- S<sub>1</sub>: yareet rigiñ-it-imbaariñ.  
S<sub>2</sub>: yaritha rigiñ-it-imbaariñ.  
S<sub>3</sub>: yareet tirgañ bukra.

Continue with the following:

nagañ	?idir yisaafir
magaas	iħtaazarlu
itbasat	iħtammi bi-lmašruuġ
istañgil	istašaaru
mat?axxarš	itna?al

27.7 T: rigiñ.

- S<sub>1</sub>: lissa marigħuuš. yareet yirgañu dilwa?ti ?ahoo.  
S<sub>2</sub>: yarithum rigiñ min ſuwayya.

Continue with the following:

istañadd	igtamañ
ittafa?	itħabas
<u>s</u> iħi	<u>r</u> aħi
gih	saafir
wisil	?abilha

27.8 T: rigif.

S<sub>1</sub>: lissa margiftuuš? yareet tirgaſu dilwa?ti ?ahoo.

S<sub>2</sub>: yareet rigiftu min ſuwayya.

Continue with the verbs in drill 27.7.

27.9 T: rigif. humma.

S<sub>1</sub>: yareet yirgaſu ?awaam.

S<sub>2</sub>: yareet rigifu min ſuwayya.

T: inti.

S<sub>1</sub>: yareet tirgaſi ?awaam.

S<sub>2</sub>: yareet rigifti min ſuwayya.

Continue with other persons.

Repeat with the following:

itxarrag

ibtada yiſtayal

gih yiſufha

it?abal

iſtazar

naam

#### C. Comparison of adjectives with no comparative form.

ilwalad da tawiil.

This boy is tall.

ilwalad da ?atwal min dukha.

This boy is taller than that one.

?ahmad ?atwal tilmiziſ fi-lfasl.

Ahmad is the tallest student in the class.

ilwalad da mu?addab.

This boy is polite.

ilwalad da mu?addab ?aktar min dukha. This boy is more polite than that one.

il?awlaad dool mu?addabiin

These boys are more polite than those.

?aktar min dukham.

?ahmad ?aktar tilmiziſ mu?addab  
fi-lfasl.

Ahmad is the most polite student in the class.

N27.3 Adjectives with no comparative form (N13.1) are used in construction with /?aktar/, the comparative of /kitiir/. These adjectives can be used in only one superlative construction: /?aktar/ + noun + adjective (cf. N14.1).

DRILLS

27.10 T: ilgaww<sup>i</sup>-myayyim.

S: ilgaww-innaharda-myayyim. laakin-imbaariñ kaan miyayyim ?aktar.

Continue with the following:

<u>ilmatar</u> 'aliil.	<u>ittilmizi</u> mašyuul.
<u>irriñla</u> mumtiñ.	<u>il?atr<sup>i</sup></u> sariif.
<u>ilgaww<sup>i</sup></u> gamiil.	<u>il?utubiis</u> muzdañim.
<u>ilmatar</u> šidiid.	<u>innahr<sup>i</sup></u> ſaali.
<u>iddars<sup>i</sup></u> mufiid.	<u>illoon</u> yaami?.
<u>issoot</u> badiif.	<u>issaafaa-m?</u> addima.

27.11 Fali nabiih sañiñ, laakin mustafa 'anbah minnu.

Substitute:

<u>latiif</u>	<u>mitfallim</u>	sariif
<u>mašyuul</u>	<u>ħakiim</u>	kibiir
<u>kuwayyis</u>	<u>tawiil</u>	<u>?usayyar</u>
<u>faadi</u>	<u>muñtadil</u>	ħa??aani
<u>yaltaan</u>	<u>?usayyar</u>	gaamid

27.12 Fali 'anbah tilmiiz fi-lfasl.

Substitute, using the adjectives in drill 27.11.

27.13 il?awlaad dool nubaha, innama Fali 'anbah waañid fiihum.

Substitute, using the adjectives in drill 27.11.

27.14 T: ilgaww<sup>i</sup> gamiil.

S: da ?agmal gaww<sup>i</sup> fi-ddunya.

Continue with the following:

<u>il?ard<sup>i</sup></u> <u>xisba</u> .	<u>irraagil</u> mašyuul.
<u>ittanziim</u> ħadiis.	<u>il?akl<sup>i</sup></u> laziiz.
<u>ilħikaaya</u> yariiba.	<u>ittilmizi</u> mu?addab.
<u>iššaariñ</u> muzdañim.	<u>innahr<sup>i</sup></u> ſaali
<u>il?atr<sup>i</sup></u> sariif.	<u>illoon</u> badiif.
<u>ilgaamiñ</u> ?adiim.	<u>ilmaktaba</u> <u>daxma</u> .
<u>ilmašruuñ</u> muhimmm.	<u>innahr<sup>i</sup></u> ſariid.

D. Verbal nouns from /katab/ and /rama/-type verbs.

daxal-ilmbabna.	He entered the building.
duxuul-ilmbabna mamnuuʃ.	Entering the building is forbidden.
<u>darab</u> -ilwalad.	He struck the boy.
<u>darab</u> -ilwalad <u>darb</u> <sup>i</sup> - <u>šdiid</u> .	He struck the boy hard.
giri ſa-lbeet 'awaam.	He ran home fast.
giri ſa-lbeet gary.	He ran home fast.

N27.4 The verbal nouns (N26.4) from /katab/-type verbs show a large variety of forms and are not regularly derivable. Some are CVCVVC, with different vowel patterns: /daxal/, /duxuul/; /'aʃad/, /'uʃaad/. Others are CVCC, with again different vowel patterns: /darab/, /darb/; /libis/, /libs/; /širib/, /šurb/. (Still other forms of these verbal nouns will be given in the following lesson.)

The verbal nouns of most /rama/-type verbs have the form CaCy: /rama/, /ramy/; /kawa/, /kawy/.

DRILLS

LIST 27.1 Verbal nouns

duxuul	'alʃ	šurb
rukuub	'akl	šukr
nuzuul	dafʃ	libs
xuruug	'afl	ħifz
wuguud	manʃ	gary
wu'uuf	našr	mašy
'uʃaad	dars	kawy
nagaaħ	fatħ	ramy

27.15 mamnuuʃ-idduxuul hina. Substitute:

?aʃad	wi'if	nizil
širib	kal	dafaʃ
'alaʃ	libis	kawa
giri	miši	xarag

27.16 T: daxal-ilgamfa.

S: duxuul-ilgamfa safb.

Continue with the following:

?afal-ilbaab.

našar-iddiin.

ħafaz-ilgur?aan

rikb-il?utubiis.

manaf-iššurb.

rabba-l?awlaad.

kal-illaħma.

kawa-lħariir.

nizl-ilbalad.

šakar-innaas.

fataħ-ilbaab.

wagad-innaas dool hina.

27.17 T: darab-ilħumaar. gaamid.

S: dárabu darb<sup>i</sup> gaamid.

Continue with the following:

daras-ilwaagib. gaamid.

miši. tawiil.

libis. daafi.

nagaħ. kibiir.

giri. sariif.

ħaml-innaas. kuwayyis.

istaħadd. kaamil.

kal. kitir.

manaf-iššurb. kaamil.

ħard-ilmašruu. Šidiid.

#### SUPPLEMENTARY DRILLS

27.18 ?amiira-btadit tištayal-issaafa tamanya-ssubħ.

dilwa?ti-ssaafa talaata baħd<sup>i</sup>-dduhr.

T: At five o'clock.

S<sub>1</sub> to S<sub>2</sub>: issaafa xamsa ħatkuun ba?alha tištayal kaam,

S<sub>2</sub>: ħatkuun ba?alha tištayal tisaħ safaat.

Continue with the following:

at one o'clock

at eleven o'clock

in half an hour

two hours ago

an hour ago

at six o'clock

in three hours

three hours ago

27.19 lamma ſuftuhum kaanu fammaliin yizakru.

Substitute:

had just arrived	had been bathing for an hour
were reading	were about to bathe
had written the letter	had already started
were about to have supper	were waiting for her
were planning to travel to Egypt	had been waiting an hour
greeted me	had homework to complete
were bathing	were getting ready to travel
had just bathed	welcomed me warmly

27.20 ſala m-awsal, ḥaykuun xarag.

Substitute:

he will have just arrived	he will have bathed for an hour
he will be reading	she will have started
she will have written the letter	she will be waiting
she will be about to have supper	he will have waited two hours
he will have just gone to sleep	he will have waked up
they will be bathing	they will have graduated
they will have bathed	she will have just arrived

## LESSON 28

iddars-ittamanya-w ŋišriin

Conversation

## ISLAM I

1. muſzam sukkān-iſſar?-il?awsat muslimiin. A majority of the inhabitants of the Middle East are Muslims.
2. iddiin-il?islaami-ntaſar bi surfa baſd-ilfutuuň-ilqarabiyya fi -lqarn-issaabi?. The Islamic religion spread rapidly following the Arab conquests in the 7th century.
3. wi-lmuslimiin ḥaliyyan ?aktar min rubfu miit milyoon. The Muslims today are more than 400 millions.
4. wi-byiskinu-blaad kitiir bitimtadd<sup>i</sup> min-issiin li-lmayrib. They live in many countries, stretching from China to Morocco.
5. muſzam-issukkaan fi-lfaaiam -ilſáabi muslimiin, A majority of the inhabitants of the Arab world are Muslims;
6. laakin fii ſarab kitiir masiñiyyiin wi yahuud. however, there are many Arabs who are Christians or Jews.
7. il?islaam mabni ſa-lqur?aan. Islam is based on the Quran.
8. ilqur?aan ſand-ilmuslimiin zayy -ilkitaab-ilmu?addas ſand -ilmasiñiyyiin. To the Muslims the Quran is like the Bible to the Christians.
9. fa-lmuslimiin biy?amnu-nn -ilqur?aan kalaam-allaaah, wi-byiñtirmuu, The Muslims believe that the Quran is the word of God, and they revere it,
10. wi-byittibu ?aňkaamu wi biyhibbu yi?ruu-w yismañuu. follow its regulations, and love to read and hear it.
11. ilqur?aan biyfallim-innaas ſamal -ilxeer wi-lmuñamla-lkuwayyyisa binhum wi been baſd. The Quran teaches people to do good and to treat each other kindly.
12. li-l?islaam xamas ?arkaan muhimmiin. Islam has five basic tenets (pillars).
13. irrukn-il?awwil huwwa-l?imaan. The first is the faith.

14. fa-lmuslimiin biy?amnu bi-llaah wi kútubu-w rúsulu, Muslims believe in God, his books, his messengers,
15. wi-lyoom-il?aaxir wi-lhayaa bañd -ilmoot fi-lganna ?aw fi-nnaar. the last day and life after death in paradise or in hell (fire).
16. ſala kull<sup>i</sup> muslim yi?uul -iššahattein. It is required of every Muslim to recite the creed (two testimonies):
17. ?ašhadu ?anna laa ?ilaaha ?illa -llaah wa ?anna muhammadan rasuulu-llaah. I testify that there is no god except God, and that Muhammad is the messenger of God.
18. irrukn-ittaani-ssala. The second is prayer.
19. ſala-lmuslimiin yisallu-f ?aw?aat muñaddada. It is required of Muslims to pray at fixed times.
20. fa-lmi?addin biynaadi-nnaas li -ssala xamas marraat fi-lyoom. The 'muezzin calls people to prayer five times a day,
21. fi-lfagr<sup>i</sup> wi-dduhr<sup>i</sup> wi-1fasr<sup>i</sup> wi -lmayrib wi-1fiša. at dawn, noon, mid afternoon, sunset, and late evening.
22. yoom-ilgumfa-dduhr-ilmuslimiin biyruuñu-ysallu fi-lgaamiñ. Friday at noon Muslims go to pray in a mosque.
23. wi biysammu-ssala-1ñumumiyya di salaat-ilgumfa. This public prayer is called "Friday prayers".

### Grammar

#### A. The subordinators /iza/, /law/, and /in/.

iza kunt<sup>i</sup>-truuñ bukra,  
ħaddiik-ilfiluus.

If you go tomorrow, I will give you the money.

iza ruñt<sup>i</sup> bukra, ħaddiik  
-ilfiluus.

If you went tomorrow, I would give you the money.

iza kunt<sup>i</sup> ruñt-imbaariñ,  
kunt-iddeetak-ilfiluus.

If you had gone yesterday, I would have given you the money.

iza kunt<sup>i</sup> ruñt-imbaariñ, kunt<sup>i</sup>  
ħaddiik-ilfiluus.

If you had gone yesterday, I was going to give you the money.

- iza kaan fandi farabiyya, If I had owned a car, I would have  
 kunt<sup>i</sup> safirt<sup>i</sup> masr. traveled to Cairo.  
 iza kaanit-il mudarrisa hina, If the teacher had been here, I  
 kunt<sup>i</sup> kallimtaha. would have spoken to her.

N28.1 The most commonly used constructions expressing conditions are:

(1) /iza/ + /kaan/ (perfect) + verb (imperfect without tense prefixes), followed by a verb in the imperfect with /ħa-/; (2) /iza/ + verb (perfect), followed by a verb in the imperfect with /ħa-/; or (3) /iza/ + /kaan/ (perfect) + verb (perfect), followed by /kaan/ (perfect) + verb (perfect or imperfect with /ħa-/). The construction /iza/ + /kaan/ is also used with topical or equational sentences.

In any of these constructions, /law/ or /in/ may substitute for /iza/. The latter, however, is more commonly used than either of the other conditional subordinators.

#### DRILLS

28.1 T: iza geet bukra. ḥagiibu maʃaaya. humma.

S: iza gum bukra, ḥaygibuu maʃaahum.

T: iħna.

S: iza geena bukra. ḥangiibu maʃaana.

Continue with other persons.

Repeat with the following:

law kunt<sup>i</sup> ruħt-imbaariħ, kunt<sup>i</sup> xattu maʃaaya.

law kaan fandi farabiyya, kunt<sup>i</sup> safirt<sup>i</sup> ?asyut.

iza kunt<sup>i</sup> ?aruuħ bukra, ḥaxdu maʃaaya.

iza kunt<sup>i</sup> ?aʔuum badri, ḥawsal fi-lmaʃaad.

law kunt<sup>i</sup> hina, kunt<sup>i</sup> kallimtaha.

28.2 T: geeti. iddeetik-il filuus.

S<sub>1</sub>: iza geeti bukra, ḥaddiiki-l filuus.

S<sub>2</sub>: iza kunti geeti-mbaariħ, kunt-iddeetik-il filuus.

Continue with the following:

gih. <u>ruñna</u> -nsallim salee.	?áñadu hina. itxan <u>u</u> maña <u>bañd</u> .
šuftu. sallim <u>i</u> salee.	istañant <u>i</u> bii. sañdak.
?umna badri. <u>wisilna</u> badri.	ihtamm <u>i</u> bi-l <u>mawduuñ</u> . ilmašruuñ tamm.
<u>fidlit</u> hina. šuftaha.	ibtada. kammil.
istálamu-lgawaab. safru.	istanneeti. ?abiltii.

In drills 28.3-5, continue with the sentences in drill 28.2.

28.3 T: geeti. iddeetik-ilfiluus.

- S<sub>1</sub>: iza geeti bukra, ḥaddiiki-lfiluus.  
S<sub>2</sub>: iza kunti tiigi bukra, ḥaddiiki-lfiluus.

28.4 T: geeti. iddeetik-ilfiluus.

- S<sub>1</sub>: law kunti geeti-mbaariñ, kunt-iddeetik-ilfiluus.  
S<sub>2</sub>: law kunti geeti-mbaariñ, kunt<sup>i</sup> ḥaddiiki-lfiluus.

28.5 T: geeti. iddeetik-ilfiluus.

- S<sub>1</sub>: law kunti geeti, kunt-iddeetik-ilfiluus.  
S<sub>2</sub>: law kunti tiigi, ḥaddiiki-lfiluus.

#### B. Modals with equational and /fii/-sentences.

kitaabak yaali.	Your book is expensive.
laazim kitaabak yaali.	Your book must be expensive.
kitaabak laazim yaali.	Your book must be expensive.
il'alam fi-ddurg.	The pencil is in the drawer.
yimkin-il'alam fi-ddurg.	The pencil may be in the drawer.
il'alam yimkin fi-ddurg.	The pencil may be in the drawer.
fii ?agaaza <u>bukra</u> .	There is a holiday tomorrow.
laazim fii ?agaaza <u>bukra</u> .	There must be a holiday tomorrow.
yimkin fii ?agaaza <u>bukra</u> .	There may be a holiday tomorrow.
huwwa mudarris.	He is a teacher.
huwwa mudarris ba'aalu mudda.	He has been a teacher for a long time.
huwwa mudarris luh mudda.	He has been a teacher for a long time.
zeenab fi-lbeet ba'alha saañā.	Zainab has been in the house for an hour.
ilmudarris hina.	The teacher is here
yareet-ilmudarris hina.	I wish the teacher were here.
yareet fii ?agaaza <u>bukra</u> .	I wish there were a holiday tomorrow.

N28.2 The modals /laazim/ and /yimkin/ (N21.2), /ba?a/ + /li/ (N26.1), and /yareet/ (N27.2) may also be used with equational and /fii/-sentences.

In equational sentences, /laazim/ and /yimkin/ may precede or follow the subject; /yareet/ only precedes the subject, and /ba?a/ + /li/ follows the predicate. Note that /ba?a/ may be omitted and only /li/ + pronoun be used.

In /fii/-sentences, /laazim/, /yimkin/, and /yareet/ as sentence modifiers occur only at the beginning; /ba?a/ + /li/ is not commonly used as a modifier of a /fii/-sentence.

#### DRILLS

28.6 huwwa γaayib luh mudda. Substitute:

intu	<u>saañi</u>	ana	huwwa	inti
hiyya	iñna	sañteen	mañbuus	waakil
naayim	mistanni	mudda	humma	faarif
saañfa	waa?if	γayyaan	mawguuf	inta

28.7 T: ilmudarris hina.

S<sub>1</sub>: yareet-ilmudarris hina.

S<sub>2</sub>: yareet-ilmudarris yikuun hina bukra.

S<sub>3</sub>: yareet-ilmudarris kaan hina-mbaariñ.

Continue with the following:

irriñla mumtiñfa.	innaas <u>mabsuutiin</u> .
il <sup>?</sup> atr <sup>i</sup> miš muzdañim.	il <sup>?</sup> akl <sup>i</sup> laziiz.
innatiiga-kwayyisa.	ilmuwaslaat ?añsan.
issaafä dahab.	il <sup>?</sup> utubiis sariif.
illcon γaami?.	ilmašruuf luh fawaayid.

28.8 T: ilmudarris hina.

S<sub>1</sub>: yareet fii mudarris hina.

S<sub>2</sub>: yareet yikuun fii mudarris hina bukra.

S<sub>3</sub>: yareet kaan fii mudarris hina-mbaariñ.

Continue with the sentences in drill 28.7.

28.9 T: ilmudarris hina.

S<sub>1</sub>: laazim yikuun fii mudarris hina.

S<sub>2</sub>: inta-stafhimt? laazim fii mudarris hina.

S<sub>3</sub>: laazim kaan fii mudarris hina.

Continue with the sentences in drill 28.7.

28.10 T: ilfustaan da gamiil. yaali giddan.

S: ilfustaan da gamiil. laazim yaali giddan.

Continue with the following:

ba'aalu-yzaakir sasteen. ḥandu ?imtiḥaan.

biyilhabu ba'alhum sasteen. taṣbaan.

iddinya ḥarr<sup>i</sup> 'awi. daragit-ilḥaraara ṣalya.

ba'alha-btibki saafa. gufaan.

biyidfañ filuus kitiir. markazu ṣaali.

biysafru barra kull<sup>i</sup> sana. ḥanduhum filuus kitiir.

ilbeet faṣdi. ?amiira fi-lgamfa.

zeenab magatš-ilmadrasa. ?abuuha ṣayyaan.

?ee-l'iħtifalaat di. fii ṣiid.

ilgaamiñ da mi-lqarn-issaabiñ. da ?a'dam gaamiñ fi-lħalam.

### C. Question tags.

?axuuk biyiřraf ḥáabi.

miš kida?

Your brother knows Arabic, doesn't he?

?axuuk mabyiřrafš<sup>i</sup> ḥáabi.

miš kida?

Your brother doesn't know Arabic, does he?

Ṣali gih hina, walla la?

gih, walla lissa.

Has Ali come here, or not?

Has he come, or not yet?

huwwa miš min masr. walla ?ee,

He is not from Egypt, is he?

N28.3 In Arabic, as in English, question tags are frequently used to form questions. The tag commonly assumes and seeks affirmation of the preceding statement. Note that the same tag may follow affirmative or negative statements and the different intonation patterns with different tags.

## DRILLS

28.11 T: huwwa min masr?

S<sub>1</sub>: huwwa min masr. miš kida?

S<sub>2</sub>: huwwa miš min masr. walla 'ee,

Continue with the following:

biyifraf fárábi.

ilmašruuñ da muhimm.

ilgaamiñ da ?adiim.

luh fawaayid kitir.

da akbar xazzaan.

issukkaan aktar min milyoon.

fii ?agaaza-nnsharda.

fii matar fi-ssañiid.

28.12 T: gih.

S<sub>1</sub>: gih, walla lissa.

S<sub>2</sub>: la?. lissa magaaš.

Continue with the following:

iñtazarlu.

ñhabasu.

ibtadit.

ista?allu.

ibnak-itxarrag.

itñassintu.

itñasšeeti.

ittafa?tu.

ilmašruuñ tamm.

28.13 T: gih.

S<sub>1</sub>: magaaš. walla 'ee,

S<sub>2</sub>: aywa, magaaš.

S<sub>3</sub>: la?, gih.

Continue with the sentences in drill 28.12.

28.14 T: huwwa min masr?

S<sub>1</sub>: huwwa min masr, walla la?.

S<sub>2</sub>: aywa, huwwa min masr.

S<sub>3</sub>: la?, huwwa miš min masr.

Continue with the sentences in drill 28.11.

### D. Verbal nouns from /katab/, /šaaf/, and /rama/-type verbs.

katab-ilñuruuf.

He wrote the letters (of the alphabet).

kitabt-ilñuruuf sahla.

Writing the letters is easy.

šaal šanta.

He carried a suitcase.

šeel-iššanta safb.

Carrying the suitcase is difficult.

N28.4 Verbal nouns from other /katab/-type verbs (N27.4) have the form CVCVC, mostly CaCaC: /tiʃib/, /taʃab/; /talab/ is verb and noun. Note that the verbs and verbal nouns of /katab/-type verbs with perfect stems CaCaC are identical in form. A few verbs of this type have verbal nouns CiCaaCa: /katab/, /kitaaba/.

The verbal nouns of a few /ʃaaf/ and /rama/-type verbs also have the form CiCaaCa: /zaar/, /ziyaara/; /saa?/, /siwaa?a/; /?ara/, /?iraaya/.

Most /ʃaaf/-type verbs have verbal nouns with the same structure as the verb, but different vowel patterns: /?aal/, /?ool/; /ʃaal/, /ʃeel/; /naam/, /noom/.

Although there are other forms of verbal nouns from /katab/, /ʃaaf/, and /rama/-type verbs, they are not commonly used.

#### DRILLS

##### LIST 28.1 Verbal nouns

<u>sahar</u>	<u>ziyaara</u>	<u>beeʃ</u>	?iraaya
ʃamal	siwaa?a	ʃiʃa	
wagaʃ	ziyaada	rawaañ	
kitaaba	noom	ʃiyaab	
	?ool	?iyaas	
	xoof		

28.15 mamnuuʃ-ilkitaba hina. Substitute:

<u>sihir</u>	kal	?aʃad	igtamaʃ
<u>zaar</u>	ʃamal	ʃadda	baaʃ
katab	saa?	zaakir	wi?if
naam	?ara	istaʃgil	miʃi

28.16 T: katab-ilʃuruuf.

S: kitabt-ilʃuruuf saʃba.

Continue with the following:

<u>sihr</u> -illeel.	naam hina.	?aal-ilña??.
ʃamal-ilxeer.	ʃaaʃ hina.	baaʃ-ilʃarabiyyaat.
<u>zaar</u> -ilʃayyaniin.	wagaʃ-irraaʃ.	ʃaañ-ilmadrasa.
?ara-lqur?aan.	saa?-ittayyaraat.	zaad-iddaxl-ilqawmi.

28.17 T: *tiib.* *kibiir.*

S: *tiib taab kibiir.*

Continue with the following:

<i>sihir.</i>	<i>tawiil.</i>	<i>zarhum.</i>	<i>tawiil.</i>	<i>xaaf.</i>	<i>kibiir.</i>
<i>talab.</i>	<i>mustaħiil.</i>	<i>zaad.</i>	<i>kibiir.</i>	<i>yaab.</i>	<i>tawiil.</i>
<i>katab.</i>	<i>gamiil.</i>	<i>naam.</i>	<i>tawiil.</i>	<i>wagaħuu.</i>	<i>šidiid.</i>

28.18 *mumkin-innoom hina-llilaadi?* Substitute:

<i>?ara-lxatt<sup>i</sup></i>	<i>da dilwa?ti.</i>	<i>katab-ilxatt<sup>i</sup></i>	<i>da ?awaam.</i>
<i>zaar-ilmaħrad</i>	<i>ħaliyyan.</i>	<i>daxal-ilgħamfa</i>	<i>bi-shuula.</i>
<i>baaħ-ilfarabiyya</i>	<i>ħaalan.</i>	<i>ħafazz-ilgħur?aan</i>	<i>fi yoom.</i>
<i>?aal-ilħa?<sup>i</sup></i>	<i>fadat.</i>	<i>kal-illaħma</i>	<i>yoom-ilgħumfa.</i>
<i>zaad-iddaxl<sup>i</sup>-b</i>	<i>surfa.</i>	<i>?aas-irtifaħ-inniil</i>	<i>kull<sup>i</sup> yoom.</i>

#### SUPPLEMENTARY DRILLS

28.19 *tiftikir ?allu ?ee,*

Substitute for /?allu ?ee/:

When did she come?

How long have I-been waiting?

Why was he surprised?

Why did he excuse himself and leave?

How many chapters are there in the Quran?

Into how many languages has the Quran been translated?

When was the first translation made?

Are all the Arabs Muslims?

How many Muslims are there in the world?

Is it not better that we should go?

Why did she become angry?

28.20 *innoom hina mustaħiil.* Substitute:

living	staying	driving	running
working	apologizing	reading	walking
employment	meeting	drinking	entering
studying	paying	sitting	eating
hurrying	writing	standing	sleeping

Conversation

1. irrukn-ittaalit-izzika.
2. ſala kull<sup>i</sup> muslim yiddi min 'amwaalu li-lfú?ara wi -lmiñtagiin.
3. izzika-btitwazza<sup>f</sup> fi 'aaxir ramadaan.
4. irrukn-irraabi<sup>f</sup>-issoom.
5. ſala kull<sup>i</sup> muslim yisuum ſahr<sup>i</sup> fi-ssana-smu ramadaan.
6. innaas-iſſaymiin mabyakluuš wala yišrabuuš mi-lfagr<sup>i</sup> li-lmayrib.
7. biyiftaru bañd-ilmayrib, wi -byišhu 'abl-ilfagr<sup>i</sup> ſašaan yaklu-ſſuňuur.
8. fii raagil biyfuut ſa-nnaas yisaňkhihum li-ſſuňuur.
9. irrukn-iļxaamis-ilhigg.
10. ilmuslim-illi yi'dar ſalee-yruuň -ilhigaaaz yiňigg<sup>i</sup>-f ſahr-ismu zi-lhigga.
11. fi 'ayyaam-ilhigg-ilmuslimiin min bilaad kitiir biyigtimu-w biyibňasu-f masaliňhum -ilmuštáraka.
12. wi biyzuuru-1'amaakin-ilmu'addasa.
13. li-lmuslimiin talat 'aňyaad diniyyiin.

## ISLAM II

- The third pillar is tithing.  
It is required of every Muslim to give of his possessions to the poor and the needy.
- The tithe is distributed at the end of Ramadan.
- The fourth is fasting.  
It is required of every Muslim to fast during the month of Ramadan.
- Those who fast neither eat nor drink from dawn to sunset.
- They break the fast after sunset and get up before dawn to eat the last meal before the fast.
- A man calls on the people to wake them up for this meal.
- The fifth is the pilgrimage.  
It is required of the Muslim who can to go to the Hijaz on a pilgrimage during the month called Higga.
- During the days of the pilgrimage, Muslims from many countries gather to discuss their common interests  
and to visit the holy places.
- The Muslims have three religious holidays.

14. iliid-ilaawwil baf<sup>i</sup> ramadaan The first is right after Ramadan and  
fala tuul. wi biysammuu-liid is called "The Little Holiday".  
-issuyayyar.
15. iliid-ittaani-f 'aaxir zi-l'higga. The second is at the end of the month  
wi biysammuu-liid-ilkibiir. Higga and is called "The Big Holiday".
16. wi-liid-ittaalit muulid-innabi The third is the birthday of the  
muhammad. Prophet Muhammad.
17. ilmuslimiin biyitbasu-ssana Muslims follow the Muslim (A.H., Higra)  
-lhigriyya-f 'aayadhum.
18. issana-lhigriyya-tnaašar šahr<sup>i</sup> The Muslim year, like the Christian  
zayy-issana-lmiladiyya. (A.D., Nativity), has twelve months,
19. laakin ?a?sar minha bi-šdaašar but is eleven days shorter.  
yoom.
20. issana-lhigriyya-btadit fi sanit The Muslim calendar begins in 622  
suttu miyya-tneen wi ſišriin,  
A.D.,
21. lamma haagir muhammad min makka when Muhammad migrated from Mecca  
li-lmadiina. to Madina.
22. iñna dilwa?ti-z sanit 'alf, tusu It is now 1965 A.D., and 1384 A.H.  
miyya xamsa-w sittiin milaadi.  
wi 'alf, tultu miyya ?arbaa-w  
tamaniin higri.

### Grammar

#### A. More subordinators.

- kul madaamak guñaan. Eat, since you are hungry.  
miš šaruuñ madaam-iddinya I am not going to go because it is  
bikmattar. raining.  
gum mañ innuhum fayyaniin. They came although they were sick.  
magaaš mañ inni ?ultilu He did not come although I told him  
-l'hikaaya. the story.  
magaaš li ?inn<sup>i</sup> fii ?agaaza He did not come because there is a  
-nnaharda. holiday today.

N29.1 The subordinators /madaam/ /mañ-inn/, as well as /li ?inn/ 'because' and /ka ?inn/ 'as if' are also used to link two sentences. The second may be equational, verbal, or a /fii/-sentence (cf. N24.1).

These subordinators must be followed by a noun or a bound (but not a free) pronoun if the second sentence is equational or verbal.

#### DRILLS

29.1 T: kul. inta guñaan.

S<sub>1</sub>: kul, iza kunt<sup>i</sup> guñaan.

S<sub>2</sub>: kul madaamak guñaan.

Continue with the following:

u?ñudi. inti tañbaana.

udxulu. intu bardaniin.

laazim tistañgil. hiyya mitaxxara.

laazim yiñtizrú. humma yaltaniin.

ñanitfassañ. iñna fadyiin.

ñanimši. humma mašyuliin.

iñna mabsutiin. intu mañaana.

iñrab. inta ñatšaan.

matxafš. ana hina.

ñayintixbuu. huwwa ?añsan waañid fiihum.

29.2 T: zaakir kuwayyis. nagañ.

S<sub>1</sub>: nagañ madaamu zaakir kuwayyis.

S<sub>2</sub>: nagañ li ?innu zaakir kuwayyis.

Continue with the sentences in drill 24.1.

29.3 T: magaaš. ?ultilu yiigi.

S<sub>1</sub>: magaaš mañ-inni ?ultilu yiigi.

S<sub>2</sub>: mañ-inni ?ultilu yiigi, magaaš.

Continue with the following:

istañamma fi-lbañr. iddinya bard.

istanninaahum. itaxxaru.

iñtaalu ña-rraagil. irraagil nabiih.

iñtazartilu. huwwa yaltaan.

itbasatna. irriňla tawiila,  
 itxaddit. kaan fii naas kitiiр hinaak.  
 ɻamaluu mudiir. ɻali ?aňsan minnu.  
 itxarragti ?ablaha. dákalit-ilgamfa ?ablik.  
 sára?u kull<sup>i</sup> ɻaaga. ilbuliis kaan waa?if.  
 ištáyalit waxri. kaanit tařbaana.

29.4 T: ɻamalna. mašufnaaš ɻadd.

S: ɻamalna ka ?innina mašufnaaš ɻadd.

Continue with the following:

ɻaysallim ɻaleeha. biyiřrafha min zamaan.  
 mišyit ɻala mahlah. miš mitaxxara.  
 rigiř. ɻumru ma saab.  
 ɻamiltu. huwwa-bnukum.  
 it?ábalu. mařamaluš ɻaaga.  
 ɻamalti. mafiiš ɻaaga xaalis.  
 diri-b kull<sup>i</sup> ɻaaga. kaan hinaak.  
 istayrabu. ɻumruhum ma simřu-lřikaaya ?abl<sup>i</sup> kida.

#### B. Derived adjectives.

<u>irraagil</u> da min <u>masr</u> .	This man is from Egypt.
huwwa <u>masri</u> .	He is an Egyptian.
ɻammu biyzuuru kull <sup>i</sup> <u>šahr</u> .	His uncle visits him every month.
ziyaarit ɻammu šahriyya.	His uncle's visit is monthly.
da markaz li-ttigaara.	This is a center for commerce.
da markaz tigaari.	This is a commercial center.
ɻali min <u>tanta</u> .	Ali is from Tanta.
huwwa <u>tantaawi</u> .	He is a Tantan .(from Tanta).
išša??a-lli foo? kibiira.	The apartment above is big.
išša??a-lfu?aniyya-kbiira.	The above apartment is big.

N29.2 Adjectives may be derived from nouns and from Group II prepositions (List 9.1). Nouns ending in a consonant add /-i/; f. nouns ending in /a/, drop the /a/ and add /-i/. Nouns ending in a vowel (especially place names) lengthen it and add /-wi/. Note that the final vowel of /sana/ and /šita/ is not lengthened: /sánawi/ 'annual' and /šítwi/ 'winter'.

Some adjectives of origin (derived from place names) have /-ni/ rather than /-wi/: /'amriika/, /'amrikaani/, and may exhibit other irregularities: /iskindiriyya/ 'Alexandria', /iskandaraani/ 'Alexandrian'.

Group II prepositions lengthen the final vowel and add /-ni/; prepositions ending in a consonant add /-aani/. Note that /wara/ lengthens the /r/: /warraani/.

The f. and p. forms of most of these adjectives are regular. The f. adds /-yya/ and the p. /-yyiin/.

Adjective of origin warrant special attention. (1) The p. forms of many are irregular: /'amrikaan/, /arab/. (2) They are inflected for gender only with nouns of personal reference; with other nouns they show no gender agreement: /raagil masri/ and /sitt<sup>i</sup> masriyya/, but /beet masri/ 'an Egyptian house' and /siggaada masri/ 'an Egyptian rug'.

#### DRILLS

29.5 T: irraagil da min masr.

S: irraagil da masri.

T: min-iskindiriyya.

S: irraagil da-skandaraani.

Continue with the following:

min 'amriika

min faransa

min tanta

min libnaan

min ?asyuut

min 'asbanya

min-issa*fiid*

min-iššaam

min lu?sur

min ?ina

min-ilminya

min bayruut

min tuunis

min-il?urdun

min-iššar?

min-ilyarb

29.6 T: issitt<sup>i</sup> di min masr.

S: issitt<sup>i</sup> di masriyya.

Continue with the phrases in drill 29.5.

29.7 T: iddurg-illi foo? faadi.

S<sub>1</sub>: iddurg-ilfu'aani faadi.

S<sub>2</sub>: iddiraag-ilfu'aniyyiin fadyiin.

Continue with the following:

ilbaab-illi <u>wara</u> maftuuñ.	ilbaab-illi <u>'uddaam</u> ma'fuul.
il <u>?amiis</u> -illi tañt <sup>i</sup> <u>?utn</u> .	il <u>?ooda</u> -lli <u>barra</u> dayya'a.
il <u>?ooda</u> -lli guwwa wasña.	išša? <sup>v</sup> a-lli foo? kibiira.

29.8 T: da markaz. li-ssiyaasa.

S<sub>1</sub>: da markas siyaasi.

S<sub>2</sub>: luh 'ahammiyya siyasiyya.

Continue with the following:

li- <u>ttigaara</u>	li- <u>rriyaada</u>	li- <u>ssagaafa</u>	li- <u>l'amal</u>
li- <u>rri'aasa</u>	li- <u>lfann</u>	li- <u>ttariix</u>	li- <u>ttadriib</u>
li- <u>ddiin</u>	li- <u>lwizaara</u>	li- <u>zziraafa</u>	li- <u>tta'liim</u>
li- <u>l'asaar</u>	li- <u>lbañr</u>	li- <u>ssañaafa</u>	li- <u>nnahr</u>
li- <u>l'islaam</u>	li- <u>lgaww</u>	li- <u>lgamña</u>	li- <u>lkahraba</u>
li- <u>l.falsafa</u>	li- <u>l'hukuum</u>	li- <u>l'askar</u>	li- <u>l'madrasa</u>
li- <u>l'ilm</u>	li- <u>l'aalam</u>	li- <u>l'adab</u>	li- <u>ddiraasa</u>

29.9 T: fammu biyuuru kull<sup>i</sup> sahr. ziyaara.

S: izziyaara šahriyya.

Continue with the following:

ištareet ?amiis li-sseef. il?amiis.  
da bantaloon li-šsita. ilbantaloon.  
fandu ?agaaza kull<sup>i</sup> sana. il?agaaza.  
biyaaxud ?ugra kull<sup>i</sup> yoom. il?ugra.  
daxal qism-ill'uluum. ilqism.  
illañn<sup>i</sup>-byiñgib-ilfarab. illañn.  
ilgaww<sup>i</sup> yislañ li-ddiraasa. ilgaww.  
il?ustaaz biyñibb-ilñha<sup>??</sup>. il?ustaaz.  
yanna-b soot-ilmalayka. issoot.

### C. Collectives.

iddiini wara? <u>?abyad</u> .	Give me some white paper.
iddiini wára?a <u>beeda</u> .	Give me a piece of white paper.
iddiini-lwara?teen-il <u>biid</u> .	Give me the two pieces of white paper.
iddiini talat wara?aat <u>biid</u> .	Give me three pieces of white paper.

iddiini-šwayyit wara?	Give me a little paper.
iddiini wara? kitiir.	Give me a lot of paper.
ištareet sukkar.	I bought some sugar.
iddiini ḥittit sukkar.	Give me a lump of sugar.
iddiini ḥittit-issukkar di.	Give me this lump of sugar.

N29.3 In addition to s., d., and p., some nouns have a collective form.

The collective is inflected for definiteness only and, like p. forms, may be used with the quantifiers /šuwayya/ and /kitiir/. In other constructions the collectives pattern like s. nouns. A few collectives end in /-a/ and are f.; most are m.

S. forms (conventionally called nouns of unity) may be derived from collectives with the suffix /-a/; s. forms so derived are all f. and are fully inflected. From a few collectives, like /sukkar/, s. forms are not derived. These collectives are used in construction with nouns such as /ḥitta/, /ḥitat/ 'piece(s)' or /lu?ma/, /lu?am/ 'mouthful(s) or bite(s)'.

Note that most s. nouns are not derived from collectives. Thus /kitaab/, /walad/, /bint/, and /ṣanta/ are s. and have no corresponding collectives.

#### DRILLS

##### LIST 29.1 Collectives

wara?	wára?a	wara?aat	paper
beed	beeda	bidaat	egg
samak	sámaka	samakaat	fish
burtu?aan	burtu?aana	burtu?anaat	orange
mooz	mooza	muzaat	banana
?uuta	?utaaya /	?utaat, ?utayaat	tomato
ṣagar	ṣágara	ṣagaraat	tree
tiffaañ	tiffaaña	tiffañaat	apple
sukkar	ḥittit sukkar	ḥitat sukkar	sugar
lañm	ḥittit lañma	ḥitat lañma	meat
feeš	lu?mit feeš	lu?am feeš	bread
finab	ḥabbit finab	ḥabbayaat finab	grape

29.10 T: ištareet wara?.

S<sub>1</sub>: ištareet kam wára?a,

S<sub>2</sub>: ištareet talat wara?aat.

S<sub>3</sub>: ištareet wara? kitir.

Continue with the following:

beed

sukkar

mooz

?uuta

burtu?aan

feeš

samak

šagar

tiffaañ

laḥm

29.11 T: da wara?.

S<sub>1</sub>: da wara? kibiir.

S<sub>2</sub>: di wára?a-kbiira.

S<sub>3</sub>: dool talat wara?aat kubaar.

Continue with the nouns in drill 29.10.

29.12 T: ilwara? xisir. ilmooz.

S<sub>1</sub>: ilmooz xisir.

S<sub>2</sub>:ilmuzteen dool xisru.

Continue with the nouns in drill 29.10.

#### SUPPLEMENTARY DRILLS

29.13 il?islaam mabni Fa-lqur?aan. Substitute:

Islam, the Law

the economy, commerce

the economy, agriculture

religion, faith

religion, good works

life, good relations among men

life, religion

Christianity, the Bible

grades, final exams

physics, mathematics

29.14 biyfallim-ittálaba Samal-ilxeer. Substitute:

Kufi script

religious subjects

to drive cars

mathematics

Islamic Law

to write letters

military training

political science

prayer

philosophy

engineering

Arabic literature

religion

to read the Quran

independence

to help the needy

the use of the project

the use of reference books

29.15 raasi-btiwgafni. Substitute:

my foot	my hand
her head	your (m) hand
your (f) foot	my mouth
his head	her mouth
his hand	her foot

29.16 ana mabsuut-inni nagañt. Substitute:

waited	she	we
we	agreed with him	didn't lend him money
consulted him	I	graduated
they	learned it by heart	were accepted
welcomed him	stopped	found him

29.17 intasar fi-lgarn-ittäamin milaadi. Substitute:

10th century A.H.	in the middle ages
12th century A.D.	1st century B.C.
20th century A.D.	in 632 A.D.
in 1859 A.D.	before the Arab conquest
in 1232 A.H.	after the conquest of Egypt
10 years ago	5th century B.C.

29.18 huwwa ?akbar minni-b sana. Substitute:

2 years	11 months
8 years	29 days
12 years	2 weeks
3 months	6 months
5 days	7 weeks

29.19 biyitxassasu bi-lluuya-lfarabiyya. Substitute:

the English language	the sciences
physics	engineering
medicine	the German language
the French language	history
the arts	geography
religious subjects	scientific subjects

Conversation

## YOU CAN'T PLEASE EVERYONE

1. kaan fii raagil xarag marra wayya There was once a man who left home with -bnu. wi kaan wayyaahum his son, and they had a donkey with ħumaar. them.
2. ?aam-irraagil ?aal li-bnu. So the man said to his son, "You ride irkab-ilħumaar ya-bni." on the donkey, my son."
3. ?aam-ilwalad ?aal l-abuu. la? miš maf?uul ?arkab, li ?inni gadaf w-inta ?abuuya. The boy said to his father, "It is impossible that I ride, because I am a young man and you are my father."
4. itfaddal-irkab ?abl<sup>i</sup> m-arkab ?ana. You must ride before I do."
5. ?aam-il?abb<sup>i</sup> ?aal. irkab-inta ya But the father said, "You ride, my -bni. ana ?arkab lamma nirgaħ fašaan matħabš. son. I will ride when we return, so that I won't get tired."
6. fa simf-ilwalad kalaam ?abuu-w rikib. Whereupon the boy obeyed his father and mounted.
7. wi mišyu. ilwalad raakib wi -l?abb<sup>i</sup> maaši fala riglee gambu. So they went along, the boy riding and his father walking beside him.
8. ?aamu ſafuuhum naas faytiin wi ?aalu. ?ee da. miš feeb ya gadaf? Some people passing by saw them and said, "What's this! Aren't you ashamed, young man?"
9. ?uum-inzil wi xalli ?abuuk -ilħaguuz yirkab. Get down and let your old father ride."
10. ilwalad ba?a maksuuf giddan. fa nizil wi rakkib ?abuu-w miši huwwa fala riglee. The boy was very ashamed, dismounted and made his father ride while he walked.
11. bafd<sup>i</sup>-šwayya-zgħayyara gum li -šwayxit niswaan. After a little while, they came upon a few women;

12. wi fi-lħaal-inniswaan 'aalu.  
     ya salaam fa-1?abb<sup>i</sup> da.  
     maluuš ?alb<sup>i</sup> wala šáfa?a.
13. ixs<sup>i</sup> ſaleek ya raagil. tirkab  
     -ilħumaar wi-txalli-bnak  
     -ilmaskiin yitħab? ħaraam  
     ſaleek.
14. ?aam-irraagil 'aal'li-bnu.  
     irkab waraaya ya-bni. xalliina  
     nirkab sawa ?aħsan.
15. ya dubhum rikbu ħabba, illa-w  
     šafuuhum-itneen ?afandiyya.
16. ?amu ?aalu. miš ħaraam tirkabu  
     - lħumaar-ilmaskiin da; intu  
     litneen?
17. yalla. waħid minkum yinzil  
     ħaalan, walla niddi xabar  
     li-lbuliis.
18. ?amu dool-itxaddu 'awi-w  
     nizlu min foo?-ilħumaar.
19. wi fidlu mašyiin sawa ſala  
     rigleehum, wi-lħumaar maaši  
     ?uddamhum faadi,
20. liyaayit ma gum li-šwayyit  
     talamza-mrawwaħiin-ilbeet  
     ?axr-innahaar.
21. ?amu dool diñku-w ?aalu.  
     ?amma ſee? yariib.
22. innaas mašyiin ſala rigleehum  
     taħbiin, wi-lħumaar maaši  
     ?uddamhum maħsuut.
- at once the women said, "What kind of a father is this! He has no heart nor pity." Shame on you! You ride on the donkey and let your poor son get tired. Have you no pity?" So the man said to his son, "Mount up behind me, my son. It's best that we ride together." They had just ridden a short while when two gentlemen saw them and said, "Is it not a disgrace for both of you to ride on this poor donkey?" Come now. One of you get down at once or else we will tell the police." Whereupon they got very scared and dismounted from the donkey. They kept on walking together, with the donkey going ahead of them unloaded, until they came upon a few students going home at the end of the day. They laughed and said, "What a strange thing!" The people are tired and walking, and the donkey walking happily ahead of them.

23. irkabu ya ſúbata. Mount up you fools!"
24. fa-rragl-iltafat li-bnu-w  
?aal. walla ya-bni ?ana  
-ñtart. The man turned to his son and said,  
"By golly, my son, I don't know  
what to do.
25. ſanifmil ?ee fi-nnaas dool-illi  
miš ſawziin yisibuuna-f ſalna. What do we do with these people who  
will not leave us alone.
26. rakkibtak fi-l?awwil, wi lamma  
-rkibt-inta wañdak, makanuuš  
mabsutiin. At first I let you ride; and when  
you rode alone, they were not  
happy.
27. nazziltak wi-rkibt-ana wañdi,  
ba?u zañlaniin. I made you dismount, and I rode by  
myself. Then they became angry.
28. rikibna-ñna litneen sawa,  
mañagabhumš-ilñaal. Then both of us rode together, and  
this did not please them either.
29. wi lamma-nziñna-w maššeena  
-lñumaar diñku ſaleena. And when we dismounted and let the  
donkey go free, they laughed at us.
30. ſawzinna niñmil ?ee bañd<sup>i</sup> kida.  
nixalli-lñumaar yirkabna? What else do they want us to do?  
Let the donkey ride on us?
31. aadi ñaal-iddunya. illi ſaawiz  
yibsit-ilkull, yizañsal  
-ilkull. Thus it is with the world. He who  
wants to please everyone, displeases  
everyone.
32. laakin ſala ra?y-ilmasal. ifmil  
-ilwagb-illi ſaleek, wala  
tis?als<sup>i</sup>-f kalaam-innaas. As the proverb says: Do your duty  
and pay no attention to what  
people say."

### Grammar

#### A. Numerals after nouns.

- ittalat kutub dool bituuñi. These three books belong to me.  
ilkutub-ittalaata dool bituuñi. These three books belong to me.  
ilxamastañašar kitaab dool These fifteen books belong to  
bituuñi. me.  
ilkutub-ilxamastañašar dool These fifteen books belong to  
bituuñi. me.

támanu xamsa-gneeh.  
iddiini-lxamsa-gneeh dool.  
iddiini-lginihaat-ilxamsa.

Its cost is five pounds (money).  
Give me these five pounds.  
Give me the five pounds.

N30.1 Numerals may be used after as well as before nouns. In the construction numeral + noun, three through ten have different (pre-nominal) forms, and the noun is s. if the numeral is eleven or higher. If the construction is definite, only the numeral has the article (cf. Notes 6.10 and 12.3). However, in the construction noun + numeral, the counting forms of all numerals are used and the noun is p. with all numerals from three on. This construction can be only definite, and both the noun and the numeral must have the article.

Numerals with nouns of measurement and money require special attention if the numeral precedes. The counting (not pre-nominal) forms are used, and the noun is s. with all numerals including two; these nouns are not commonly used with the d. suffix. In all other details these constructions are the same as those with other nouns.

#### DRILLS

30.1 Repeat the following drills, using the construction noun + numeral:  
6.15-16; 12.12; 12.14.

30.2 tuulu xamsa kilumitr. Substitute:

5 meters	20 kilometers
12 kilometers	15 meters
20 meters	9 kilometers
2 kilometers	87 meters
100 meters	111 meters

30.3 támanu sitta-gneeh. Substitute:

LE 10	LE 7
LE 19	LE 76
LE 5 1/2	LE 153 1/2
LE 100	LE 2
LE 1500	LE 12

B. Alternative negative constructions with free pronouns.

iñna fahmiin.	We understand.
iñna miš fahmiin..	We do not understand.
mañnaaš fahmiin.	We do not understand.
huwwa zañlaan.	He is angry.
huwwa miz zañlaan.	He is not angry.
mahuwwaaaz zañlaan.	He is not angry.

N30.2 In addition to the use of /miš/ to negate equational sentences with free pronouns as subjects, /ma- -š/ may be used with the pronouns. The forms of the pronouns so used are given in the following table.

huwwa	mahuwwaaš
hiyya	mahiyyaaš
humma	mahummaaš
inta	mantaas
inti	mantiis
intu	mantuuš
ana	maniis
iñna	mañnaaš

Table 30.1

DRILLS

30.4 Repeat the following drills, using alternative negative constructions:  
5.5-7, 9-10; 10.6; 16.3.

30.5 Repeat the following drills, using alternative plural constructions  
(N21.5):

4.6-12; 5.3-4, 8; 6.1-3; 8.1-6, 10-11; 9.5, 16; 21.24; 23.13;  
24.10; 25.15; 29.7.

## OUTLINE REFERENCE GRAMMAR OF CAIRO ARABIC

This Reference Grammar is a brief statement of the grammar (phonology, morphology and syntax) of Cairo Arabic. Except for phonology, the coverage is limited to the contents of the grammar notes in the preceding lessons. Phonological details are here provided because they were not incorporated in the grammar notes.

A word of warning may be in order. Cairo is a large metropolis of some 4,000,000 population. As in any such area, variation in speech can be observed. The transcription in this book reflects what can fairly be described as the prestige usage of the majority in everyday situations. It will be so recognized and understood by all Cairenes, and by most speakers of Arabic, however much or little their speech may deviate from it.

A superimposed standard, Modern Standard Arabic, is recognized by all speakers of Arabic. Borrowings from Modern Standard Arabic and reshaping of forms and constructions under its influence may result in "exceptions" to some of the statements in this Reference Grammar. Thus unstressed long vowels (2.2-3 below) and nonelision of unstressed /i/ (2.6) may be observed. Among other differences, /?/ in some words may be replaced by /q/; for example, in more formal contexts, /?ism/ 'section' may occur as /qism/.

### PHONOLOGY

#### 1. Consonants.

	Labial	Dental	Palatal	Velar	Uvular	Pharyngeal	Glottal
<u>Stop</u>	b	t		k	q		?
		d		g			
<u>Spirant</u>	f	s	š		x	ħ	h
		z	ž		ɣ	ʕ	
<u>Nasal</u>	m	n	.				
<u>Lateral</u>		l					
<u>Trill</u>		r					
<u>Glide</u>	w		y				

1.1 Consonant sounds. Some of the consonants of Arabic are similar to those of English and present no pronunciation problem for speakers of English. This is true of most of the labials, dentals, palatals, velars, and glottals. However, some of these and all of the uvulars and pharyngeals are unlike any in English and will hence require careful listening and practice. The only way to learn them is by imitating a speaker of Arabic.

The labials are as in English bee, fee, me, and we. Arabic /b/ has a voiceless variant before other voiceless consonants; /sabt/ 'Saturday' sounds like the last syllable of except.

The dentals are similar to English tea, dee, sea, zero, knee, lee; they are, however, articulated with the tongue tip touching the upper teeth, not the gum ridge. /l/ is always "light" or i-colored, hence never as in English feel or fool. /r/ is a trill as in Spanish or Italian. The r or English is not acceptable.

The palatals and velars are as in English she, measure, ye, key, and geese.

The voiceless uvular stop /q/ and the voiceless and voiced spirants, uvular /χ ψ/ and pharyngeal /ħ ʕ/, are unlike any consonants in English.

The glottals again present no great problem. /h/ is as in English he. However, unlike English, it occurs freely noninitially: /fíhim/ 'he understood', /rabíih/ 'intelligent'. The glottal stop occurs flanking the vowels in English exclamations such as oh oh. In Arabic it is a regular consonant and occurs freely: /ʔáfal/, /yíʔfil/ 'he locked, locks', /šúʔaʔ/ 'apartments'.

All Arabic consonants occur initially, medially, and finally, and all occur short (written with a single letter) and long (written with two letters). The /m/ in /ráma/ 'he threw' is about half as long as in /rámma/ 'he scattered'; similarly the glottal stop in /báʔa/ 'he became' and /šáʔa/ 'apartment'.

The consonants /q/ and /z/ are found only in a limited number of borrowed words: /q/ in borrowings from Modern Standard Arabic and /z/ in borrowings from various other languages. Although not written in this text, /p/ and /v/ are used by some Cairenes, especially those who also speak English and/or French, in a few borrowed words: /piyáanu/ 'piano', /vílla/ 'villa'. Other speakers replace the /p/ and /v/ in these and other such words with /b/ and /f/ respectively.

1.2 Consonant sequences. In discussing consonant sequences it is useful to recognize two classes of consonants; those which have voiceless and voiced pairs (stops and spirants) will be referred to as obstruents, and those which do not (nasals, lateral, trill, and glides) as resonants.

Single consonants occur freely in all positions in words and sentences. Sequences of identical consonants ( $C_1 C_1$ ) do not occur initially, but freely medially and finally. Sequences of two different consonants ( $C_1 C_2$ ) are rare initially (and only if the word occurs at the beginning of a sentence); further, such sequences have only /w y r/ as  $C_2$ . Hence /kwáyyis/ 'good' may so occur at the beginning of a sentence; noninitially in a sentence, after a word ending in a consonant,  $C_1 C_2$  has a vowel inserted: /kitáab kuwáyyis/ 'a good book'; and after a word ending in a vowel,  $C_1$  is linked to the preceding vowel: /kúrsi-kwáyyis/ 'a good chair'. This is pronounced as if the words were /kúrsik/ and /wáyyis/. (The hyphen is used to show this type of linkage).

Medially and finally,  $C_1 C_2$  occurs subject to the following restrictions:

(1) No two different consonants of the group /s z š ž/ occur in sequence; of these, only sequences of identical consonants occur. This holds true within words and between words in sentences. Accordingly if  $C_1 C_2$  involving any two of these would result from a sequence of words or a stem and an affix,  $C_1$  assimilates to  $C_2$ , becoming  $C_2 C_2$ : /miš/ + /sahl/ becomes /mis sahl/ 'not easy'; /dáras/ + /ma- -š/ becomes /madarášš/ 'he did not study'.

(2)  $C_1 C_2$  sequences of the dental and palatal obstruents /t d s z š ž/ are entirely voiced or voiceless. This applies within words and may also apply (but not regularly for all Cairenes) between words. Again  $C_1$  assimilates to  $C_2$ , but only with respect to voice: /'ustáaz/, /'asádzá/ 'professor, professors' (/t/ + /z/ becomes /dz/); /sáafid/ + /-t/ becomes /saftt/ 'I helped'.

At the end of sentences,  $C_1 C_2$  sequences are subject to the following additional restrictions:

(3) Sequences of any two obstruents usually (i.e. for most Cairenes) are entirely voiced or voiceless. Here also  $C_1$  assimilates to  $C_2$  with respect to voice. Note that this assimilation is not shown by the transcription used in this book and that sequences like /gt/ and /kt/ at the end

of sentences are pronounced alike. (In the speech of some Cairenes this assimilation can be observed nonfinally as well as finally in sentences. There is, however, considerable variation from speaker to speaker and/or sentence to sentence.)

(4) If  $C_1$  is a voiceless obstruent and  $C_2$  a resonant,  $C_2$  assimilates to  $C_1$  with respect to voice; in this environment all resonants have voiceless variants. In the following words, the final resonants are voiceless at the end of the sentences, but not elsewhere: /litr/ 'liter', /masr/ 'Egypt', /ratl/ 'pound (weight)', /fasl/ 'class', /utn/ 'cotton', /mašy/ 'walking'.

Sequences of three consonants do not occur in any position, within or between words in a sentence.

## 2. Vowels.

SHORT				LONG			
	<u>Front</u>	<u>Back</u>		<u>Front</u>	<u>Back</u>		
<u>High</u>	i	u		<u>High</u>	ii	uu	
				<u>Mid</u>	ee	oo	
<u>Low</u>	a			<u>Low</u>	aa		

2.1 Vowel sounds. All of the vowels of Arabic are sufficiently similar to those of English so that they present the learner with relatively few difficulties. English has many more vowels than Arabic, and the speaker of English will hence at first hear more vowels in Arabic than the transcription distinguishes.

The short vowels /i u/ are as in English pit, put; /a/ is like the vowel of cot next to pharyngeal consonants, like a in about before the glides, and between e in pet, and a in pat elsewhere.

The long vowels (written double) /ii/ and /uu/ are similar to those of English beet and boot, and /ee/ and /oo/ to bait and boat. The main difference between Arabic and English at this point is that for most speakers of English the vowels in these words are glided; long vowels in Arabic are not glided. Arabic /aa/, like /a/, has different variants: next to pharyngeals it is like o in cot, but longer; elsewhere it is like a in bad, but again somewhat longer.

2.2 Distributional restrictions. An Arabic sentence or a word in isolation never begins with a vowel (V or VV); if no consonant is written, then /?/ occurs before the vowel.

The three short vowels occur next to all consonants and sequences of consonants, finally and nonfinally in words, and stressed and unstressed. (Note, however, that when unstressed their quality does not change; they are not centralized or reduced as is common in English.)

The five long vowels occur only stressed; there is never more than one VV in a word, and VV never occurs before CC in the same word. Subject to these restrictions, long vowels occur finally and nonfinally in words and next to all consonants and sequences of consonants.

2.3 Shortening of VV. Given the restrictions (noted above) on the occurrence of long vowels, many stem + affix or enclitic constructions result in shortening of VV. Since the stress is always on the last syllable if the word ends with CC or VVC, /sáafir/ + /-t/ is /safírt/ 'I traveled', /kitáab/ + /-ha/ is /kitábha/ 'her book', and /kitáab/ + /-een/ is /kitabéen/. In terms of this alternation between long and short vowels, /i/ is the short equivalent of both /ii/ and /ee/, /u/ of /uu/ and /oo/, and /a/ of /aa/. Hence /fiil/ + /-een/ is /filéen/ 'two elephants' and /beet/ + /-een/ is /bitéen/ 'two houses'; similarly /?uul/ + /-ha/ is /?úlha/ 'tell her' and /yoom/ + /-een/ is /yuméen/ 'two days'.

2.4 Lengthening of stem-final V. Any stem-final V is lengthened before a suffix or an enclitic: /írmi/ + /-ha/ is /irmíih/ 'throw it', /írmu/ + /-ha/ is /irmúuh/ 'throw (p) it', and /ráma/ + /-ha/ is /ramáaha/ 'he threw it'.

2.5 Addition of /i/. As noted above (1.2), a sequence of CCC never occurs. Hence if a word ending with two consonants ( $C_1C_1$  or  $C_1C_2$ ) occurs before one beginning with a consonant, /i/ is added to the former: /dars/ before /muhímm/ occurs as /dárs<sup>i</sup> muhímm/ 'an important lesson'. It is useful to be able to identify this final added vowel, and therefore it is written above the line. There is, however, no difference in pronunciation between an /i/ above or on the line; /dárs<sup>i</sup>/ nonfinally in a sentence and /dársi/ 'my lesson' are pronounced alike.

2.6 Elision of unstressed /i/. If a word beginning with the sequence CiCV occurs after a prefix or a word ending in a vowel, the unstressed /i/ is elided: /bi-/ + /tináam/ is /bitnáam/ 'you are sleeping', and /ilgúmla/ + /gidíida/ is /ilgúmla-gdíida/ 'the sentence is new'. Similarly, if a word ending with VCiC occurs before a suffix, an enclitic, or a word beginning with a vowel, the unstressed /i/ here also is elided: /fíhim/ + /-u/ is /fíhmu/ 'they understood', and /fíhim/ + /ilgúmla/ is /fíhm-ilgúmla/ 'he understood the sentence'. (Note that this elision does not take place if CCC would result; hence /bi-/ + /tífhámu/ is /bitifhámu/ 'you (p) understand'.)

3. Syllables. The structure of syllables in Arabic is relatively simple. Every syllable has a vowel (V or VV). In addition, every syllable has one and only one consonant before the vowel. Syllables may be open, or closed by one consonant or, at most, two consonants. A syllable may be closed by two consonants only if the vowel is short.

Types of syllables are as follows:

- |         |          |          |
|---------|----------|----------|
| (a) CV  | (c) CVV  |          |
| (b) CVC | (d) CVVC | (e) CVCC |

Only types (a) and (b) occur freely with no distributional restrictions.

Types (c), (d), and (e) occur only with stress; further, (d) occurs only finally in words and sentences and (e) only finally in sentences.

Word and syllable boundaries do not always coincide in sentences.

/iddárs<sup>i</sup> muhímm/ 'the lesson is important' (initial /ʔ/ is not written here) is a sequence of CVC.CVC.CV.|CV.CVCC.| with a dot marking syllable boundaries and a vertical line word boundaries. /ilgúmla-gdíida/ 'the sentence is new' is CVC.CVC.CV|C.CV.VV.CV.|, and /wi-zzáyyak-ínta/ 'and how are you' is CV|C.CVC.CV.C|VC.CV.|. The hyphen is used to mark word boundaries when they do not coincide with syllable boundaries.

4. Emphatics. All of the consonants and vowels occur emphatic or plain (nonemphatic). Emphasis is indicated in the transcription by a broken underscore.

In some books on Arabic, the term velarization is used. This is misleading in that emphasis includes, but is not limited to, what phoneticians call velarization. To produce the emphatic sounds, the various articulations

used in producing the plain consonants and vowels are modified by the following changes in tongue and lip positions. The tongue is slightly retracted, laterally spread, and the back is raised; hence the feeling by speakers of Arabic that the tongue is "thick" and "fills the mouth". At the same time, the lips are held neutral (not spread as for the plain sounds) or slightly protruded or rounded. These articulatory features plus increased tenseness of the throat muscles combine to give the emphatics a "hollow sound".

Somewhat unsettling from the learner's point of view, but nonetheless true, is the fact that some words (in whole or in part) may occur with emphatic sounds in one sentence and with plain in another. This accounts for the alteration between emphatic and plain consonants and vowels which can be observed in the sentences in the lessons: /ilwálad tawíil/ 'the boy is tall'; /ilbínt <sup>i</sup> tawíila/ 'the girl is tall'. Note, however, that the distribution of emphasis always coincides with syllable boundaries; a syllable has all or none of its sounds emphatic.

You will also notice that one speaker may say a word with emphatic and another with plain sounds. Such variation can be heard on the recordings of the conversations. This is not to suggest that it matters little whether a word is pronounced with emphatic or with plain sounds. Many words are identical except for emphasis: /seef/ 'sword', /seef/ 'summer'; /baat/ 'he spent the night', /baat/ 'armpit'; /tiin/ 'figs', /tiin/ 'mud'; /baðd/ 'after', /baðd/ 'some'.

For a speaker of English, the most prominent differences between sequences of plain or emphatic sounds are with the vowels. All of the emphatic vowels are slightly lower (especially the high and back) and more retracted (especially the front and low) than the plain vowels. Practice with a speaker of Arabic is the only way to learn the correct pronunciation.

5. Stress. Stress in Arabic has little differentiating function, and in the vast majority of words the penult is stressed. The distribution of stress is almost totally predictable in terms of the syllable types in the word.

(1) A word never has more than one stress, and syllables of the types CVCC, CVV, and CVVC occur only with stress. Since a word never has more than one of these types, any one of them marks the position of stress.

(2) If a word has only syllables of the types CV and/or CVC, then the penult is stressed.

If the occurrence of stress does not conform to these rules, then it is marked. There are very few such exceptions, and in almost all of them the last three syllables are CVCVCV(C). Most of these have the stress on the antepenult: /ṣárbí/ 'Arabic'; /málíka/ 'queen', /sá'álít/ 'she asked', /itkátabít/ 'it was written'; others have the stress on the penult: /šalítú/ 'she carried it', /šafítak/ 'she saw you'. (For a somewhat different although equivalent statement of the rules regarding the distribution of stress, see N10.4)

From this point on, stress on examples is marked only if not predictable by these rules.

6. Intonation. Period, question mark, and comma are used to mark three intonation patterns which must be distinguished.

/./ represents a level pitch pattern with terminal fall. There is usually no, or only very slight, rise in pitch before the fall, and hence this pattern is significantly different from the common level-rise-fall as in English, 'The lesson is easy.' /?/ represents a level pitch pattern with a terminal rise, similar to the intonation of English yes-or-no questions, 'Is the lesson easy?' /,/ represents a pitch pattern which is level throughout, with neither rise nor fall at the end.

Period, question mark, and comma mark only different intonation patterns. Questions commonly occur with all three intonations, statements commonly only with /./ and /,/.

## MORPHOLOGY AND SYNTAX

### 1. Word formation. N13.4

2. Free vs. bound forms. Many words in Arabic have a free (or isolable) form and a bound form. Bound forms cannot stand alone and are used only in construction with other forms. Thus the pronoun /humma/ (3 p., free form) has a bound form /-hum/: /bitum/ 'their house', /šafhum/ 'he saw them'. The

negative particle /miš/ has a bound form /ma- -š/: /miš kuwayyis/ 'not good', /mašafhumš/ 'he did not see them'. The noun /šanta/ has a bound form /šantit-/: /šantiteen/ 'two suitcases', /šantithum/ 'their suitcase', /šantit-ilbint/ 'the girl's suitcase'. The preposition /fala/ has a bound form /falee-/: /faleehum/ 'on them'.

### 3. Nouns.

- 3.1 Definiteness: N1.2-3; 3.8; 6.1, 3
- 3.2 Gender: N2.1; 7.2
- 3.3 Bound form: N6.2
- 3.4 Number: dual N9.3; plural N4.1
- 3.5 Verbal: N24.3; 26.4; 27.4; 28.4
- 3.6 Collective: N29.3

### 4. Adjectives.

- 4.1 Definiteness: N5.2
- 4.2 Gender: N2.2-3
- 4.3 Number: N4.2-3; 9.3; 21.5
- 4.4 Degree: N13.1; 27.3; 14.1
- 4.5 Derived: N29.2
- 4.6 /bitaaʃ/: N8.1; 9.3

### 5. Demonstratives.

- 5.1 Gender: N3.1
- 5.2 Number: N4.4; 21.5
- 5.3 In comparative constructions: N13.1

### 6. Pronouns.

- 6.1 Free: N5.3
- 6.2 Bound:
  - 6.21 With nouns: N6.3-4; 7.1
  - 6.22 With prepositions: N9.1; 16.2
  - 6.23 With verbs and participles: N12.1; 13.3; 17.2
  - 6.24 With modals: N16.1; 17.1; 18.1; 19.1; 26.1

**7. Numerals.**

**7.1 Cardinals:**

- 7.11 One and two: N15.6; 30.1  
7.12 Three through ten: N6.9; 30.1  
7.13 Eleven and up: N12.3; 30.1  
7.2 Ordinals: N17.3; 18.4  
7.3 Fractions and percentages: N23.4

**8. Verbs.**

**8.1 Aspect: N3.4; 4.5**

**8.2 Tense prefixes: N7.4**

**8.3 Imperative: N5.6**

**8.4 Classes: N8.5**

**8.5 Derivation: N14.5**

- 8.51 Simple stems: /katab/: N6.6; 7.3  
/šaaf/: N9.4; 10.1  
/ħabb/: N11.3  
/rama/: N12.2; 13.2

- 8.52 Derived stems: /kallim/: N3.5; 4.5  
/zaakir/: N5.5  
/yanna/: N14.3  
/naada/: N14.2  
/it-/ prefix: N19.3; 20.2  
/-t-/ infix: N23.2  
/ista-/ prefix: N26.3

**8.6 Irregular: N10.1; 15.2-5**

**8.7 /iwʃa/: N22.2**

**9. Participles.**

**9.1 Inflection: N7.7**

- 9.2 Verbs with two participles: /katab/: N7.7; 8.3  
/ħabb/: N11.3  
/rama/: N12.2; 13.2  
Irregular: N15.2, 4

9.3 Verbs with one participle: /šaaf/: N10.1 ..  
/kallim/: N10.2  
/zaakir/: N10.2  
/yanna/: N14.3  
/naada/: N14.2  
/it-/ prefix: N19.3; 20.2  
/-t-/ infix: N23.2  
/ista-/ prefix: N26.3  
Irregular: N15.3, 5

#### 10. Modals.

10.1 In verb phrases: N21.1

10.11 /faawiz/, /naawi/, /ammaal/: N15.1; 16.1

10.12 /fala/, /nifs/, /azd/: N17.1

10.13 /sumr/: N18.1

10.14 /yadoob/, /zamaan/: N19.1

10.15 /laazim/, /yimkin/: N21.2

10.16 /ba'a/ + /li/: N26.1

10.17 /yareet/: N27.2

10.2 With equational and /fii/-sentences: N28.2

#### 11. Prepositions.

11.1 Group I: N8.2; 9.1; 3.7; 16.2; 25.2

11.2 Group II: N9.1; 29.2; 25.2

#### 12. Coordinators. N5.4; 18.2

#### 13. Subordinators.

13.1 With /ma/: N19.4

13.2 With /inn/: N22.4; 29.1

13.3 Conditional: N28.1

13.4 /wi/, /lañsan/, /fašaan/, /madaam/: N24.1; 29.1

#### 14. Quantifiers. N21.4; 22.3; 23.3; 24.2

15. Intensifiers. N20.3

16. Interrogation.

- 16.1 Yes-or-no questions: N2.4
- 16.2 Interrogatives: N8.4; 16.3-4
- 16.3 /huwwa/, /hiyya/, /humma/: N6.8; 12.4
- 16.4 Question tags: N28.3

17. Negation.

- 17.1 Equational sentences: N1.6; 8.2; 9.1; 30.2
- 17.2 Verbal sentences: N10.3; 13.3; 18.2; 21.1
- 17.21 Imperatives: N14.4
- 17.22 Modals: N15.1; 17.1; 18.1; 21.2
- 17.3 /fii/-sentences: N11.1
- 17.4 Topical sentences: N25.2
- 17.5 /?ábadan/: N20.3

18. Noun phrases.

- 18.1 Construct: N6.1, 3; 24.2-3; 23.3
- 18.2 Attributive: N23.3; 8.1
- 18.3 Elliptic: N26.2

19. Verb phrases.

- 19.1 With two verbs: N19.2; 20.1
- 19.2 With three verbs: N21.1
- 19.3 Imperative: N22.1
- 19.4 With /kaan/: N25.1; 27.1
- 19.5 /xalla/, /xad/, /idda/: N23.1

20. /illi/-phrases. N9.2; 21.3; 23.3; 25.3

21. Prepositional phrases. See Prepositions.

**22. Complements.**

- 22.1 Time: N7.5-6; 8.4
- 22.2 Place: N8.4
- 22.3 Manner: N16.3
- 22.4 Predicate: N20.4; 24.3

**23. Equational sentences.** An equational sentence consists of a subject and a predicate (N1.1). The subject is a noun phrase or a free pronoun; the predicate is a noun phrase, a prepositional phrase, or a participle. /kaan/ and /ba?a/ (N9.5; 24.4) as well as some modals (N28.2) may be used in equational sentences.

**24. Verbal sentences.** A verbal sentence always has a verb and a bound subject (N3.3). It may also have a free subject (noun phrase or free pronoun, N3.4) and/or an object (bound or free, N12.1) and/or a complement (22. above).

Some verbs require two objects (N18.3), others an object and a predicate complement (N20.4).

**25. /fii/-sentences.** N11.1-2; 28-2

**26. Topical sentences.** N24.2; 25.2-3

## G L O S S A R Y

The entries in this glossary are limited to the vocabulary used in the lessons. Names (personal and place) and participles (if directly relatable to verbs given in the glossary) have been omitted. English equivalents are limited to those occurring in the lessons.

The entry form of nouns and adjectives is the singular. No inflected forms other than the plural, and this only if it occurs in the lessons, are given. Nouns ending in /a/ are feminine unless identified as masculine (m); nouns ending otherwise are masculine unless identified as feminine (f).

The entry form of verbs is the 3rd masculine of the perfect. A vowel in parentheses after the verb identifies the stem class; a verb with no following vowel belongs to Class I (N8.5). Derived verb stems and verbal nouns are entered alphabetically, not by root.

For purposes of alphabetization, initial /?/ and emphasis have been ignored (although written).

The order of alphabetization is: a, b, d, e, f, g, h, i, k, l, m, n, o, q, r, s, t, u, w, x, y, z, š, ž, γ, ḥ, ئ, ؎.

### a

- ?aabil: to meet
- ?aadi [-lkitaab]: here is [the book]
- ?aal (u): to say, tell
  - ?aal fi nafsu: he said to himself
- ?aam (u): to get up, stand up
  - ?aam [?aal]: whereupon [he said]
- ?aamin: to believe
- ?aani [-ktaab]: which [book]?
- ?aas (i): to measure
- ?aasif, ?asfiin: sorry
- ?aaxir: last
- ?ábadan: never, not at all
- ?abb: father
- ?abl: before
  - ?abl<sup>i</sup> ma [yiigi]: before [he comes]
- ?abu-lhool: the Sphinx
- ?abyad, biid: white
- ?adab, ?adaab: literature
- ?ádabi: literary
- ?adam: foot
- ?add: like (in size, quantity)
- ?add<sup>i</sup> ?ee: how much, how long
- ?addib: to punish
- ?adiim, ?udaam: old, ancient
- ?adfaaf: see diff
- ?afal (i): to close, lock
- ?afandi, ?afandiyya: effendi, gentleman
- ?affil: to close, lock securely
- ?afl: closing, locking
- ?agaaza, ?agazaat: holiday, vacation
- ?agnabi, ?agaanib: foreigner, foreign
- ?ahammiyya: importance
- ahoo [-lkitaab]: here is [the book]
- ?ahwa: coffee
- ?akl: food, eating
- ?alab (i): to tip over
- ?alam, ?ilaam: pencil
- ?alař (a): to undress, take off

?alb: heart	?asl: in truth, truly
?alf, ?alaaf: thousand [xamas] talaaf: [five] thousand	?asli, ?asliyya: original
?aliil, ?ulaal: few, little	?ataf (a): to cut
?allaah: God	?atr, ?uturaat: train
?alláh: Golly!	?awaam: quickly
?allaaf: to make someone undress, take off, undress someone	?awaasit ?ifrigya: central Africa
?almaani, ?almaan: German	?awi: very
?al?: undressing	?awwalan: firstly
?amiis, ?umsaan: shirt	?awwil: first
?amma [raagil]: what a [man]!	?awwil-imbaariñ: day before yesterday
?amrikaani, ?amrikaan: American	?awwil ma: as soon as
ana: I	?awwilaani, ?awwilaniyyiin: first
?antara, ?anaatir: barrage	?awwim: to make someone get up
?ara (a): to read	?axdar, xudr: green
?araami: Aramaic	?axraani, ?axraniyyiin: last
?arbafa: four	?axx, ?ixwaat: brother
?arba? [kutub]: four [books]	aywa: yes
?rub?u [miyya]: four [hundred]	?azdu [yiktib]: to intend [to write]
?arba?taašar: fourteen	?azhar (i): to show
?arbi?iin: forty	?azra?, zur?: blue
?ard (f), ?araadi: land, soil	?aħmar, ħumr: red
?ariib, ?araayib: kinfolk, relative	?aħsan: better
?arra (a): to make someone read	?aħsan-inn: it is best that
?arrab min: to approach	?aħyaanan: sometimes
?aryaaf: see riif	?aħfad (u): to sit down, stay
?asaar: antiquities	?aħfad [yiktib]: he kept on [writing], sat down [to write]
?asaawa: cruelty	?aħfir: bottom
?asad: lion	?aħħad: to make someone sit
?asam (i): to divide	
?ásari, ?asariyya: historical, archaeological	<u>b</u>
?asbaani, ?asbaan: Spanish	baab, bibaan: door
?asfar, sufr: yellow	baaf (i): to sell
	baa'i: remainder, balance
	bádawi, badu: bedouin

badiif: magnificent	beed: eggs
badla, bidal: suit	beeda, bidaat: egg
badri: early	been: among, between
badu: see bádawi	beet, biyuut: house, home
baka (i): to weep, cry	beež, beež: beige
bakaluryoos: bachelor's degree	beeñ: selling, sale
balad, bilaad: country, village, city	bi: with, by means of
ballaas: large pot	bi-ktiir: by far, a lot
balžiiki, balžikiyyiin: Belgian	bi-lleel: during the night, evening
bana (i): to build	bi munasba: on the occasion of
bantaloon, bantalunaat: pair of trousers	bi nafsu: by himself
bara (i): to sharpen	bi-nnisba luh: as far as he is concerned
baraamig: see birnaamig	bi-shuula: easily
barbari: Berber	bi-ssudfa: accidentally
bard: cold	bi surfa: quickly
bardaan, bardaniin: cold	bi-zyaada: more than enough
barra: outside, abroad	bi-zzabt: exactly
basat (i): to please	bi šakl [yariib]: in a [strange] way
bass: only	bi ſweeš: slowly
bass (ü) li: to look at	bi ḥasab: according to
baħr: sea	bi ḥees-inn: in such a way that
ilbaħr-il?abyad-ilmutawassit: the Mediterranean Sea	bi ?ee: with what, how
baħs, ?abħaas: research	bidaal: instead of, in place of
baħat (a): to send	bidaal ma [yiigi]: instead of [coming]
baħd: after	bint, banaat: girl
baħd: some	bintu: his daughter
maħa baħd: together	birnaamig, baraamig: program
baħd-idduhr: afternoon	bitaañ: belonging to
baħdeen: afterwards	bitrool: petroleum
baħd i ma [yiigi]: after [he comes]	bixlaaf: apart from, beside
ba?a (a): to become	biħiid, buħaad: far
ba?aalu [yiktib]: to have been [writing]	bluuza, bluzaat: blouse
	bukra: tomorrow
	buliis: police

bunni, bunni: brown	daxxal: to make someone enter
<u>burneeta</u> , <u>baraniit</u> : hat	dayya?, dayya?iin: narrow
burtu?aan: oranges	<u>dafiif</u> , <u>dúafa</u> : weak
burtu?aana, burtu?anaat: orange	da?? (u) <u>fala</u> : to knock at
<u>busta</u> : mail, post office	di (f), dool: this, that
<u>buñeera</u> : lake	difi (a): to become warm
<u>buñd</u> : distance	diib: wolf
<u>fala buñd</u> : at a distance of	diin: religion
 <u>d</u>	
da (m), dool: this, that	diini, diniyyiin: religious
daafi, dafyiin: warm	dikha, dukham: that one
<u>daar-ilikutub</u> : the Egyptian Library	dilt, delta, Lower Egypt
daawa (a): to treat	dilwa?ti: now
daaxil: within, entering	dilwa?ti ?ahoo: right now
<u>daaf</u> (i): to be lost, be wasted	dinya: world
dafañ (a): to pay	iddinya bard: it is cold
<u>daffa</u> : bank [of a river]	iddinya <u>ħarr</u> : it is hot
daffañ: to make someone pay	<u>diraasa</u> , dirasaat: study
daff: paying, payment	<u>diraasi</u> : academic
dahab: gold	diri (a) bi: to become aware of
dall (i): to guide, direct	diñik (a): to laugh
<u>darab</u> (a): to beat, hit	diñ, <u>?adfaaf</u> : (five) fold, (five)
dáraga, <u>daragaat</u> : degree, grade	.. times
dáraga ?uula: first class	di?ii?a, da?aayi?: minute
daras (i): to study	door, <u>?adwaar</u> : turn
<u>darb</u> : beating, hitting	iddoor <u>falee</u> : it is his turn
darra (a): to make someone aware	duhr: noon
darris: to teach	dukha (m), dukham: that one
dars, duruus: lesson	<u>duktoor</u> , <u>dakatra</u> : doctor
<u>daruuri</u> : essential	<u>dukturaa</u> : doctor's degree
dawa (m), <u>?adwiya</u> : drug, medicine	dulaab, dawaliib: cupboard, chest
daxal (u): to enter	dunya: see dinya
daxl: income	durg, <u>diraag</u> : drawer
<u>daxm</u> , <u>daxmin</u> : large	duxuul: entry, entering

e

?ee: what  
?add<sup>i</sup> ?ee: how much, how long  
bi ?ee: with what, how  
?ee-lħikaaya: what is the matter?

f

fa: whereupon, then, so  
faad (i): to overflow, flood  
faadi, fadyiin: empty, free, not occupied, unloaded  
faat (u): to pass  
[issana-lli] faatit: last [year]  
[ił'usbuuť-illi] faat: last [week]  
faat (u) fala: to drop in  
fadda (a): to empty  
fadda: silver  
faddal: to prefer  
fadl, ?afdaal: bounty  
fagr: dawn  
fahhim: to make someone understand  
fakkar: to think, conceive of  
fallaaħ, fallaħiin: farmer  
falsafa: philosophy  
fann: craft, art  
fanni, fanniyyiin: technical  
faransaawi, faransawiyiin: French  
farisi: Persian [language]  
farī, furuuť: tributary, branch  
farīoon, farařna: Pharaoh  
farīooni: pharaonic  
fasal (i): to expel  
fasl, fusuul: season, chapter, class  
fasl<sup>i</sup> diraasi: semester

fassar: to explain

fatar (a): to break the fast

fatāħ (a): to open, conquer

fatimi, fatimiyyiin: Fatimid

fattiš: to search, inspect

fatħ, futuuħ: conquest

fayadaan: flood

fayda, fawaayid: benefit, advantage

fa'iir, fú'ara: poor

feen: where

fi: in, by

fi-lmaħaad: on time

fi-lmiyya: percent

fi-lwa't<sup>i</sup> da: at this, that time

fi-lħaal: at once

fi nafs [-ilwa't]: at the same [time]

fi yoom mi-l'ayyaam: one day, once upon a time

fi ħaalu: alone, by himself

fidil (a): to remain

fidil [yiktib]: he kept on, continued [writing]

fihim (a): to understand

fii: there is, are

fiima fada: except for

filuus (f): money

fingaan: cup

foo': above

fumm: mouth

fustaan, fasatiin: dress

fusħa: Standard Arabic

fu'aani, fu'aniyyiin: above, upper

g

gaab (i): to bring  
 gaahiz, gahziin: ready  
 gaamid, gamdiin: heavy, hard  
 gaamiñ, gawaamiñ: mosque  
 gaawib: to answer  
 gaay: see gayy  
 gaañ (u): to get hungry  
 gabal, gibaal: mountain  
 gadañ, gidñaan: young man  
 gamañ (a): to combine  
 gamb: beside  
 gamiil, gumaal: beautiful  
 gamiñi: pertaining to a university  
 gamuusa: water buffalo  
 gamña, gamñaal: university  
 ganna: paradise  
 ganuub: south  
gara (a): to happen  
gara ?ee: what has happened?  
garaaz: garage  
 garayaan: flow  
 garañ (a): to wound  
 gary: race, running  
 gawaab, gawabaat: letter  
 gaww: weather  
 gayy, gayyiin: coming  
 [issana]-lgayya: next [year]  
 gazma, gizam: pair of shoes  
 geeb: pocket, bag  
 giddan: very  
 gidiid, gudcad: new  
 gih (ir): to come  
 gild: leather

gineeh, ginihaat: Egyptian pound (LE)  
 gineena, ganaayin: garden, park  
 giri (i): to run  
 gumhuriyya, ḡumhuriyyaat: republic  
 gumla, gumal: sentence  
 gumña: see yoom  
 gurnaal, garaniil: newspaper  
 guwwa: inside, in  
guyrafya: geography  
 guñaan, guñaniin: hungry

h

haagir: to migrate  
 haayil, hayliin: large, great  
 haddid: to threaten  
 hagam (i): to attack  
 handasa: engineering  
 hanna (a): to congratulate  
haram, ?ahraam: pyramid  
 hay'a, hay'aat: corps  
 higra: migration  
 higri: A.H.  
 hina: here  
 hinaak: there  
 hirib (a): to run away, escape  
 hiyya: she, it (f)  
 humma: they  
 huwwa: he, it (m)

i

ibtada (i): to begin  
?ibti, ?a?baat: Copt, Coptic  
?ibtidaa?i: elementary, beginning

idda (ir): to give	intaxab (i): to elect
idda <u>xabar</u> : to tell, inform	<u>intašar</u> (i): to spread
?idir (a): to be able to	inti: you (f)
<u>iftakar</u> (i): to think, reckon	intu: you (p)
?igbaari: compulsory	?inšaa?-allaah: I hope to
igtamañ (i): to confer, meet	?iraaya: reading
?ihda: Well!	irtafañ (i): to rise
ihtamm <sup>i</sup> bi: to be interested in	irtifaaf: rise, height
ihtimaam: interest	iskandaraani: Alexandrian
?ilaah: god	iskindiriyya: Alexandria
ilfaatiña: the opening chapter of the Quran	?islaam: Islam
illa: except	?islaami: Islamic
illi: who, which, that	?ism: name
illilaadi: tonight	issañiid: Upper Egypt
ilmayrib: Morocco	issiin: China
iltafat (i): to turn around	istaad: to hunt, catch fish
?imaan: faith	istabdil: to exchange
imbaariñ: yesterday	istafhim: to inquire
imbaariñ bi-lleel: last night	istalaf (i): to borrow
imma...?aw: either...or	istalam (i): to receive
imta: when	istamarr (i): to continue
imtadd: to stretch	istanna: to wait
?imtiñaan, ?imtiñanaat: examination	istaxrag: to extract
in: if	istašaar (i): to seek advice
?ingiliizi, ?ingiliiz: English	istayrab: to be very surprised
?inn: that	istañamma: to bathe, swim
?añsan-inn: it is best that	istañla: to consider nice
ka ?inn: as if	istañaan (i): to seek assistance
li ?inn: because	istañadd (i): to get ready
mañ-inn: although	istañgil: to hurry
innaharda: today	istañmil: to use
innama: however	ista?aal (i): to resign
inta: you (m)	ista?all (i): to become independent
intaha (i): to end	ista?bil: to welcome
	ista?zin: to ask permission

?iswid, suud: black	it <sup>?</sup> abal (i): to be accepted
isti <sup>?</sup> aala: resignation	it <sup>?</sup> assis: to be founded
isti <sup>?</sup> baal: welcome	it <sup>?</sup> axxar: to be late
isti <sup>?</sup> laal: independence	iwfa: make sure, be sure, be careful, watch out
it <u>faddal</u> : please, go ahead	<u>ixs</u> <sup>i</sup> <u>salee</u> : shame on him
it <u>farrag</u> : to see, sight see	ixtalaf (i) <u>fan</u> : to differ
it <u>farraf</u> : to be divided	?iyaas: measurement
it <u>fassar</u> : to be interpreted	iza: if
it <u>fassañ</u> : to look around	?izaafa: broadcasting station
ithayya <sup>?</sup> lu: it seemed to him	izdañam (i): to be crowded
itkallim: to speak	izzaay: how
itmašša: to take a walk	išmiñna kida: how come?
itnaašar: twelve	?išraaf: supervision
itnaa <sup>?</sup> is: to discuss, argue	ištaal: to carry
itnafax (i): to be proud	ištara (i): to buy
itneen: two	ištaval: to work
itsamma: to be called, be named	iššahatteen: the Muslim creed, the two testimonies
ittaba <sup>?</sup> (i): to follow	iššariifa: Islamic Law
ittafa <sup>?</sup> (i): to agree	iñna: we
ittihaad: union	iñtaag: to need, be in need
il <sup>?</sup> ittihaad-issufyeeti: the Soviet Union	iñtaal: to play a trick
itwazzaf: to be employed	iñtaar: to be perplexed
itwazza <sup>?</sup> : to be distributed	iñtafal (i): to celebrate
itxaani?: to quarrel	iñtafaz (i) bi: to keep
itxadd: to get scared	iñtaram (i): to revere
itxarrag: to graduate	iñtifaal, iñtifalaat: celebration
itxassas: to specialize	?iñdaadi: preparatory, Junior High
ityadda: to have lunch	iñtabar (i): to consider
ityayyar: to be changed, change	iñtamad (i): to depend on
itħassin: to improve	iñtazar: to apologize, decline
itħallim: to learn	
itħayyin: to be appointed	
itħašša: to have dinner	
itħaššim: to hope	

## k

kaam: how much, how many  
 kaan (u): to be  
 kaatib, kátaba: clerk, scribe  
 kabb (u): to spill  
kabbar-ilmas'ala: to make a big fuss  
 kafa (i): to be enough  
kahrabaa: electricity  
kahrabaa'i: electric  
 kal (ir): to eat  
 kalaam: words, speech  
 kallim: to speak to someone  
 kamaan: in addition, as well  
 kammil: to complete, continue  
 kammiyya, kammiyyaat: amount  
karakoon: police station  
 kasaf (i): to embarrass, shame  
kasar (a): to break  
kassar: to smash  
 katab (i): to write  
kattar xeerak: many thanks  
 kattib: to make someone write  
 kawa (i): to iron  
 kawy: ironing  
 ka 'inn: as if  
 kida: so, this way  
 kibiir, kubaar: big, old (of persons)  
 kibir (a): to grow  
 kifaaya: enough  
 kilma, kalimaat: word, vocabulary  
 kiniisa, kanaayis: church  
 kitaab, kutub: book  
     ilkitaab-ilmu'addas: the Bible  
 kitaaba: writing

kitir, kutaar: much, many  
 bi-ktiir: by far, a lot  
 kull: every, all  
 kulliyya, kulliyyaat: college  
 kulliyyatan: completely  
 kursi, karaasi: chair  
 kuufi: Kufi  
 kuwayyis, kuwayyisiin: fine, good

## l

laakin: but  
 laa...wala: neither...nor  
 laazim: must  
 laa'ib: to amuse someone  
 labbis: to dress someone  
 lahga, lahgaat: dialect  
 lamma: when, until  
larba': see yoom  
latiif, lutaaf: pleasant  
 latiini: Latin  
 law: if  
 laziiz: enjoyable, delicious  
 lañm: meat  
     lañma: a piece of meat  
 lañn: tune  
 lañsan: otherwise, since, lest  
 la?: no  
 la?a (a): to find  
 lee: why  
 leel: night  
     leela, layaali: night  
     bi-lleel: at night  
 li: to, toward, on behalf of  
     li wañdu: by himself  
 li ?inn: because

libis (i): to get dressed, put on  
libs: dressing, clothing  
lissa: not yet, still  
litneen: see yoom  
liyaayit: until  
liyaayit ma [yiigi]: until [he comes]  
loola: were it not for  
loon, 'alwaan: color  
lukanda, lukandaat: hotel  
luya, luyaat: language  
lu<sup>?</sup>ma, lu<sup>?</sup>am: mouthful, bite

m

ma been: varying between  
maal, 'amwaal: possessions  
maat (u): to die  
mablay, mabaaliy: sum of money  
mabna (m), mabaani: building  
mabsuut, mabsutiin: happy  
mada (i): to sign  
madaamu [katab]: because, since he  
has [written]  
madda, mawaad: subject, course  
madiina, mudun: city  
ilmadiina: Madina  
madrasa, madaaris: school  
maggaani: free of charge  
magmuu<sup>f</sup>a: collection  
makaan, 'amaakin: place, site  
maktab, makaatib: desk, office  
maktaba, maktabaat: library  
mala (a): to fill  
mala-ssaa<sup>f</sup>a: to wind the watch  
malaak, malayka: angel

malayki: angelic  
mana<sup>f</sup> (a): to prevent, forbid  
mandiil, manadiil: handkerchief, scarf  
manti?a, manaati?: strip of land  
man<sup>f</sup>: prevention, forbidding  
margi<sup>f</sup>, maraagi<sup>f</sup>: reference  
markaz, maraakiz: center, position  
marra: once  
marhala, maraahil: stage, level  
masaafa, masafaat: distance  
masal, 'amsila: proverb  
másalan: for example  
masi<sup>f</sup>hi, masi<sup>f</sup>hiyyiin: Christian  
maskiin, masakiin: poor  
masr (f): Egypt, Cairo  
masr-ilgidiida: Heliopolis  
masr-il'adiima: Old Cairo  
masri, masriyyiin: Egyptian  
mas<sup>f</sup>ala, masaa<sup>f</sup>il: problem  
matar, 'amtaar: rain  
mattar: to rain  
mathaf, mataa<sup>f</sup>if: museum  
mawduu<sup>f</sup>, mawadii<sup>f</sup>: subject, project  
mawluud: born  
maxtuut, maxtutaat: manuscript  
mayya, miyaah: water  
mašruu<sup>f</sup>, mašarii<sup>f</sup>: project  
mašy: a walk, walking  
mašyuul, mašyuliin: busy  
mašyuul ḥala: worried about  
mažisteer: Master's degree  
mayrib: sunset  
ilmayrib: Morocco  
maňaddiš: no one

mañalli, mañalliyiin: local	min?aar: beak
mañatta, mañattaat: station	miraatu: his wife
mañfaza, mañafiz: wallet	misaa?an: P.M.
mañ-inn: although	misik (i): to take hold of, grasp, catch, arrest
maña: with	mitgawwiz, mitgawwiziin: married
maña <u>bañd</u> : together	mitna??il, mitna??iliin: nomadic
maña-1?asaf: sorry	mitfallim, mitfallimiin: educated
maña-ssalaama: goodbye	mixalfa, mixalfaat: fine
mañaad, mawañiid: appointment	miyya: hundred
fi-lmañaad: on time	fi-lmiyya: percent
mañbad, mañaabid: temple	miš: not
mañhad, mañaahid: institute	miši (i): to go, walk
mañiša: living	miyayyim: cloudy
mañna, mañaani: meaning	miñtaag, miñtagiin: needy
mañrad, mañaarid: fair	miñaawin: (police) officer
mañrudaat: exhibits	mi?addin: muezzin
mañ?uul: reasonable, possible	mi?yaas, ma?ayiis: gauge
ma?bara, ma?aabir: tomb	moot: death
midaan, mayadiin: square	mooz: bananas
miin: who	mooza, muzaat: banana
miina (m), mawaani: port	mudarris, mudarrisiin: male teacher
milaad: birth	mudarrisa, mudarrisaat: female teacher
milaadi: A.D.	mudda: period of time, a long time
milyoon: million	mudir, mudiriin: director
min: from	mufiid, mufidiin: interesting
min giha: on the one hand	muhimm, muhimmiiin: important
min giha tanya: on the other hand	mumkin: possible
min-ilmuñtamal: it is possible	mumtiñ: enjoyable
min wa?taha: from then on	munasba, munasbaat: occasion
min šuwayya: a little while ago	bi munasba: on the occasion of
min yeer: without	musañda: help, helping
min ſa??i wi ſa?ii?: indeed, truly	muslim, muslimiin: Muslim
min yeer ma: withcut	mustawa (m): level
minabbih: alarm clock	mustañiil: impossible
minña, minañ: grant, fellowship	

mustafmal, mustafmaliin: used	nabi, 'anbiya: prophet
mutazaayid: increasing	nabiih, nubaah: intelligent
muta'akkid, muta'akkidiin: certain, sure	nadah (a): to call
muulid-innabi: the birthday of the Prophet Muhammad	nafs: same
<u>muwaslaat</u> : communication	bi nafsu: by himself
muzakra: studying	fi nafs [-ilyoom]: on the same [day]
muzdañim: crowded	fi nafsu: to himself
muštarak: common	nagañ (a): to pass, succeed
muñaddad: fixed	nagaañ: success
<u>muñadra</u> , <u>muñadraat</u> : lecture	nahaar: day
muñaddal: average	nañarak sañiid: good day!
muñallim, muñallimiin: teacher	nahr, <u>anhaar</u> : river
muñamla: treatment, dealing	natiiga: result
muñtadil: moderate	nawwar: to brighten
muñzam: most	názari: theoretical
mu'abla, mu'ablaat: interview, act of meeting	nazzam: to regulate, organize, plan
mu'addab, mu'addabiin: polite	nazzil: to bring down
mu'addas: holy	nañsar (u): to publish, spread
mu'axza: blame	nañsr: publication, spreading
la mu'axza: pardon, excuse me	nañsaan, nañsaniin: sleepy
<u>n</u>	
naada (a): to call	na' al (i): to transfer
naam (ir): to sleep	na??a (a): to choose
naam ḥand: to stay with	nifiñ (a): to succeed
<u>naar</u> (f): fire	nifsu [yiktib]: to long to [write]
<u>innaar</u> : hell	nihaaya: end
naas: people	nihaa'i: final
naawi [yiktib]: to intend [to write]	nimra, nimar: number, grade
<u>naazir</u> , <u>nuzzaar</u> : principal	nisi (a): to forget
naa'iš: to argue, discuss	niswaan: women
nabaaha: intelligence	nizil (i): to go down
	nizil fi <u>[lukanda]</u> : to stay in a [hotel]
	nizil ḥala: to be revealed to
	noom: sleep
	nooñ, 'anwaaf: type, kind

nufuuz: influence  
nuss: half  
nusxa, nusax: copy  
nuur, ?anwaar: light  
nuzuul: going down

o  
?ooda, ?uwad: room  
?ool: saying

q  
qaa?id: general (military)  
qarn: century  
qawmi: national  
qism: section  
quwwa / quwa: power, strength

r  
raabi?: fourth  
raagil, riggaala: man  
raas (f): head  
raas-issana: New Year's day  
raah (u): to go  
rabba (a): to raise, discipline, train  
rabiif?: spring  
radd (u) sala: to answer  
raga (m): favor  
ragga?: to return something  
rakan (i): to lean, set aside  
rakkib: to make someone mount  
rama (i): to throw  
ramma: to scatter  
ramy: throwing  
rasmi, rasmiyyiin: official

r  
rasuul, rusul: messenger  
rattib: to put in order, straighten  
rawaañ: going  
rawaañ: to go home  
rayy: irrigation  
rašiid: Rosetta  
ra?iis, rú?asa: leader, president  
ra?iisi: main  
ridi (a) bi: to accept  
rigif (a): to return from  
rigl (f), rigleen: foot  
riif, ?aryaaf: country, rural area,  
village  
rikib (a): to ride, board  
rixiis, ruxaas: inexpensive  
riyaada: mathematics  
riñla: trip  
ri?aasa: presidency  
rub?: quarter  
rukñ, ?arkaan: pillar, tenet  
rukuub: riding, boarding  
rusaas: lead

s  
saab (i): to leave  
saabi?: seventh  
saadis: sixth  
saafir: to travel  
saakin, sukkaan: inhabitant  
saaliñ, salhiin: good  
saam (u): to fast  
saatit: sixth  
saawa (a): to arrange  
saayim, saymiin: one who fasts

<u>saaḥib</u> , <u>?asħaab</u> : friend	samma (a): to name
<u>saafa</u> , <u>safaat</u> : hour, watch	samma: to recite, let someone hear
<u>saaғid</u> : to help	sana, <u>siniin</u> : year
<u>saaғit ma</u> : at the time that	sánawi: annual, secondary, Senior
<u>saa?</u> (u): to drive	High
<u>sabaaḥ-ilxeer</u> : good morning	<u>saqaafa</u> : culture
<u>sabaaḥan</u> : A.M.	<u>saqaafi</u> : cultural
<u>sabaṭ-taašar</u> : seventeen	<u>sara?</u> (a): to steal
<u>sabb</u> (u): to flow	<u>sariif</u> , <u>sariiin</u> : fast
<u>sabbib</u> : to cause	<u>satr</u> , <u>?astur</u> : line
<u>sabt</u> : see <u>yoom</u>	[xamas] <u>tusturi</u> : [five] lines
<u>sabħa</u> : seven	<u>sawa</u> : together
<u>sabaғ</u> [ <u>kutub</u> ]: seven [books]	<u>sawra</u> : revolution
<u>subu</u> [ <u>miyya</u> ]: seven [hundred]	<u>sawwa?</u> , <u>sawwa?iin</u> : driver
<u>sabħiin</u> : seventy	<u>saydala</u> : pharmacy
<u>sadd</u> : dam	<u>sayyaad</u> , <u>sayyadiin</u> : hunter, fisherman
<u>sadd</u> (i): to block	<u>sahħaafha</u> : the press
<u>sadd<sup>i</sup></u> ħaaga: to meet the need	<u>sahiħiħ</u> : true, correct
<u>safar</u> : trip, traveling	<u>sahħr</u> : desert
<u>sahar</u> : staying up	<u>sahħħ</u> : right
<u>sahl</u> , <u>sahliin</u> : easy	<u>sahħħa</u> (a): to wake someone up
<u>sakan</u> (i): to live, dwell	<u>safb</u> , <u>safbiin</u> : difficult
<u>sala</u> : prayer	<u>safiida</u> : hello, good-bye
<u>salaat-ilgumħa</u> : Friday prayers	<u>sa?a</u> (i): to give to drink, to water
<u>salaam</u> : peace	<u>sa?al</u> (a): to ask
<u>salaama</u> : safety	<u>seef</u> : summer
<u>maғa-ssalaama</u> : good-bye	<u>siggaada</u> : rug, carpet
<u>salla</u> (a): to pray	<u>siħir</u> (a): to stay up, stay awake
<u>sallif</u> : to lend	<u>siliħ</u> (a): to be usable
<u>sallim</u> : to deliver	<u>simin</u> (a): to grow fat
<u>sallim</u> <u>fala</u> : to greet	<u>simi?</u> (a): to hear
<u>sama</u> : sky	<u>simi?</u> <u>kalaam</u> : to obey
<u>samak</u> : fish	<u>siraaғi</u> : man-made
<u>sámaka</u> , <u>samakaat</u> : fish	<u>sinn</u> : age
<u>samaħi</u> (a): to allow, let	<u>sitt</u> (f), <u>sittaat</u> : woman
	<u>issitt<sup>i</sup>-btaħtu</u> : his wife

sitta: six	<u>tafa</u> (i): to put out, extinguish
sitt [kutub]: six [books]	talaaf: see ?alf
suttu [miyya]: six [hundred]	talaat: see yoom
<u>sittaašar</u> : sixteen	talaata: three
sittiin: sixty	talat [kutub]: three [books]
siwaa?a: driving	talat tirbař: three fourths
siyaasa: politics, policy	tultu [miyya]: three [hundred]
siyaasi: political, diplomatic	<u>talab</u> (u): to ask for, order
<u>sihi</u> (a): to wake up	<u>talab</u> : a demand, asking
soom: fasting	talatiin: thirty
<u>soot</u> , <u>?aswaat</u> : voice, noise, sound	<u>talattaašar</u> : thirteen
<u>subñ</u> : morning	tamaam: perfect
<u>subř</u> : one seventh	taman, <u>?atmaan</u> : price
<u>sukkar</u> : sugar	tamaniin: eighty
suts: one sixth	<u>tamantaašar</u> : eighteen
<u>suuf</u> : wool	tamanya: eight
<u>suura</u> , <u>suwar</u> : a chapter in the Quran	taman [kutub]: eight [books]
suu?: market	tumnu [miyya]: eight [hundred]
<u>suyayyar</u> , <u>suyayyariin</u> : young, small	tamm (i): to complete, be realized
<u>suňuur</u> : the last meal before the fast	tamriin, tamariin: exercise, drill
su?aal, <u>?as?ila</u> : question	<u>tamy</u> : silt, mud
<u>t</u>	<u>tantaawi</u> : from Tanta
taabiř li, tabřiin: associated with	<u>tanziim</u> : organization, regulation
taagir, <u>tuggaar</u> : merchant	<u>tarabeeza</u> , <u>tarabizaat</u> : table
<u>taalib</u> , <u>tálabा</u> : student	tarbiya: educating, education
taalit: third	targama: translating, translation
taamin: eighth	targim: to translate
taani, tanyiin: second, other	tariix: history
taani: again	tariixi: historical
<u>taar</u> (i): to fly	<u>tarii?</u> , <u>turu?</u> : way, street, road
taasiř: ninth	tarkiib: construction
<u>tabiiřa</u> : physics	<u>tawiil</u> , <u>tuwaal</u> : long, tall
<u>tabřan</u> : of course	<u>taxassus</u> : concentration, specialization
tadriib: training	taxziin: storage
	<u>tayyaara</u> , <u>tayyaraat</u> : airplane

tayyib: fine, O.K.  
tazkara, tazaakir: ticket  
taħakkum: control  
taħt: under, underneath  
taħħala: imperative of /għiħ/  
taħab: tiredness  
taħbaan, taħbaniin: tired  
taħdiya: crossing  
taħlab: fox  
taħħliim: education, teaching  
ta'riiban: about, almost  
ta's: weather  
tibb: medicine  
tigaara: commerce  
tigaari: commercial  
tilif (a): to go up, climb  
tilmiiz, talalza: student, pupil  
tilmiiza, tilmizaat: female student  
tilt: one third  
tirba: see talat tirba  
tisaħħašar: nineteen  
tisħa: nine  
tisaħ [kutub]: nine [books]  
tusfu [miyya]: nine [hundred]  
tisħiin: ninety  
tiyyaam: see yoom  
tiħib (a): to become tired  
tumn: one eighth  
turki, atraak: Turkish  
tusħ: one ninth  
tuul: length  
tuul [-issana]: throughout [the year]  
tuul-innahaar: all day long  
fala tuul: immediately

tuħħur: see ħavr  
tuħfa: masterpiece

### u

?uddaam: in front of  
?ugra: fee  
?ummi: illiterate  
?unsul: consul  
?unsuliyya: consulate  
?urayyib, ?urayyibiin: near  
?usaad: facing  
?usayyar, ?usayyariin: short  
?usbuuħ, ?asabiiħ: week  
?ustaaz, ?asadza: professor  
?utn: cotton  
?utubiis, ?utubisaat: bus  
?uuta: tomatoes  
?utaaya, ?utayaat: tomato  
?uwwa: force  
?uxt (f), ?ixwaat: sister  
?uħħad: sitting, staying

### w

waadi: valley  
waagib, wagibaat: assignment, duty  
waasiħ, wasħiin: wide, extensive  
waaħid: one (1)  
wadda (a): to take, transport  
wafaa?-inniil: the cresting  
 (fulfilling) of the Nile  
wagaħ (a): to hurt  
wagaħ: pain, hurting  
wagh<sup>i</sup> baħri: Lower Egypt

wagh <sup>i</sup> 'ibli: Upper Egypt	xaalis: not at all, completely
wakkil: to give someone to eat, feed	xaamis: fifth
wala: nor	xaas, xassa (f): private
walad, 'awlaad: boy	xabar, 'axbaar: news, information
walla: or	xabbar: to inform
walla: by golly!	xad (ir): to take
wallid: to generate, produce	xaddaam, xaddamiin: servant
wara: behind	xafiif, sufaaf: light (in weight)
wara?: paper	xalaas: (it's) finished
wára?a, wara?aat: a piece of paper	xaliifa: Caliph
warra (a): to show	xalla (a): to let, make
warraani, warraniyyiin: behind, rear	xamastaašar: fifteen
wassal: to take someone to his destination	xamiis: see yoom
waxri: late	xamsa: five
wa?t, 'aw?aat: time	xamas [kutub]: five [books]
fi-lwa?t <sup>i</sup> da: at this, that time	xumsu [miyya]: five [hundred]
min wa?taha: from then on	xamsiin: fifty
wa??af (a): to stop, stop someone	xarag (u): to go out
wi: and, as, while	xarrag: to make someone go out
w-inta maalak: it's none of your business	xatt: writing, script
wisil (a): to arrive	xawwif: to frighten
wizaara: ministry	xazzaan: reservoir
wihiš, wihišiin: bad, ugly	xazzin: to store
wi?if (ir): to stop, stand	xašab: wood
wi?if (ir): to fall	xeer: good, well being
wuguud: presence	xisba: fertile
wu?uuf: standing	xoof: fear

x

xaaf (ir): to be afraid  
 xaaf min: to be afraid of  
 xaaf ſala: to be concerned about

xusaara, xasaayir: loss, damage

xusuusan: especially

y

yadoobu [katab]: to have just  
[written]  
yahuudi, yahuud: Jew  
yalla: come now!  
yalla biina [niktib]: let us [write]  
yareet: I wish  
ya salaam: do tell!  
ya siidi: my good man!  
yatara: I wonder  
yañni: that is  
yimkin: may  
yisaawi: equals (=)  
yizhar: it seems  
yoom, 'ayyaam: day  
[xamas] tiyyaam: [five] days  
yoom-ilgumfa: Friday  
yoom-ilxamiis: Thursday  
yoom-ilħadd: Sunday  
yoom-issabt: Saturday  
yoom-ittalaat: Tuesday  
yoom larbañ: Wednesday  
yoom litneen: Monday  
fi yoom mi-l'ayyaam: one day, once  
upon a time

zariif, zuraaf: nice, pleasant  
zayy: like, as  
zañlaan, zañlaniin: angry  
za?? (u): to push  
zika: tithing  
ziraafä: agriculture  
ziraafi: agricultural  
ziyaada: increase  
bi-zyaada: more than enough  
ziyaara, ziyaraat: visit

s

zaad (i): to increase  
zaakir: to study  
zaar (u): to visit  
zaa?id: plus  
zamaan: a long time ago  
zamaanu [katab]: he must have [written]  
zarañ (a): to cultivate

šaaf (u): to see  
šaal (i): to carry  
šaami, šawaam: Syrian  
šaariñ, šawaariñ: street, road  
šaatir, šatriin: clever  
šabah (i): to resemble  
šabbañ: to satisfy someone's  
    hunger  
šáfa?a: mercy, pity  
šagar: trees  
    šágara, šagaraat: tree  
šahaada: testimony, certificate  
šahad (a): to testify  
šahr, qašur: month  
[xamas] tušur: [five] months  
šahri: monthly  
šakar (u): to thank  
šamaal: north  
šamal (i): to include  
šanta, šunat: bag, purse,  
    briefcase, suitcase  
šarrab: to make someone drink

šar?: east

iššar?-il?awsat: the Middle East

šayyil: to load, make someone carry

ša??a: apartment

šeel: carrying

šee? yariib: strange thing

šibh<sup>i</sup> gaziira: peninsula

šibi? (a): to have eaten enough

šidiid, šudaad: heavy, strong

širib (a): to drink

širkā, šarikaat: company

šita (m): winter

šitwi: wintry

šubbaak, šababiik: window

šukr: thanks

šurb: drinking

šuwayya: a bit, a little

min šuwayya: a little while ago

šuwayya-zyayyara: a little bit

šuγl: work

## ž

žakitta, žakittaat: jacket

## y

yaab (i): to be absent

yaali, yalyiin: expensive

yaami?, yam?iin: dark

yaaz (i): to make someone angry

yada (m): lunch

yadab: anger

yadd: tomorrow

yalab (i): to defeat

yalat: wrong, mistake

yaltaan, yaltaniin: mistaken

yani, 'ayniya: rich

yanna (a): to sing

yarb: west

yariib, yúraba: strange

yawiit: deep

yayban: by heart

yazaal: gazelle

yašiim; yušm: simpleton

yidib (a): to become angry

yiyaab: absence

yuraab: crow

## ñ

ñaadir: at present, currently .

ñaaga: something, anything, need

ñaal: condition

fi-lñaal: at once

fi ñaalu: alone, by himself

ñaalan; immediately

ñaali: present, currently available

ñaama (a) ñan: to defend

ñaawil: to try

ñabas (i): to imprison

ñaabb (i): to love, like

ñaabba: a short while

ñaabba, ñabbayaat: grain of, kernel

ñaabbib: to endear oneself

ñaadd: anyone, someone

ñaadd: see yoom

ñaadd, ñuduud: border

ñaadiid: iron

ñaadiis: new, modern

ñaafaz (a): to memorize

ḥagar, ḥigaara: stone  
 ḥagg (i): to go on a pilgrimage  
 ḥaka (i): to tell a story  
 ḥakiim, húkama: wise  
 ḥala'it-ittisaal: link  
 ḥaliyyan: now  
 ḥall (i): to solve  
 ḥall (i) maḥall: to replace  
 ḥamaama: pigeon  
 ḥamd: praise  
 ḥaraam ṣaleek: you have no pity  
 ḥaraami, ḥaramiyya: thief  
 ḥaraara: temperature  
 ḥarf, ḥuruuf: letter (of the alphabet)  
 ḥariir: silk  
 ḥarr: heat, hot  
 ḥarraan, ḥarraniin: hot  
 ḥasab (i): to consider, reckon  
 ḥatt (u): to place, put  
 ḥatta: even, as well as  
 ḥawaali: about  
 ḥawaleen: around  
 ḥawwil: to make into, change into  
 ḥayaa: life  
 ḥayy, ʔaḥyaa?: section  
 ḥa??: truth  
     ilḥa??<sup>i</sup> ṣalee: it is his fault  
     kullu-lḥa??<sup>i</sup> ṣalee: it is all his  
        fault  
     min ḥa??<sup>i</sup> wi ḥa?ii?: indeed, truly  
 ḥa??aani: honorable  
 ḥees-inn: since, because  
     bi ḥees-inn: in such a way that  
 ḥidaašar: eleven  
 ḥifz: learning by heart

ḥigg: pilgrimage  
 ḥiila, ḥiyal: trick  
 ḥikaaya, ḥikayaat: story  
 ḥikma: wisdom  
 ḥilw, ḥilwiin: sweet, beautiful  
 ḥimaaya: protection  
 ḥisaab: account  
 ḥissa, ḥisas: class hour  
 ḥitta, ḥitat: piece, area  
 ḥiyali, ḥiyaliyyiin: shrewd  
 ḥukm, ʔaḥkaam: regulation  
 ḥukuumah: government  
 ḥukuumi: governmental, state  
 ḥumaar, ḥimiir: donkey

### ف

ʕaadil: just, fair  
 ʕalam: world  
 ʕali, ʕalyiin: high  
 ʕam (u): to swim  
 ʕamil: to deal with someone  
 ʕamil, ʕummaal: worker  
 ʕaarid: to object, oppose  
 ʕawiz [yiktib]: to want [to write]  
 ʕaaz (u): to need  
 ʕaš (i): to live  
 ʕašir: tenth  
 ʕa'il: wise  
 ʕabiit, ʕubata: fool  
 ʕadad: number  
 ʕadatan: usually  
 ʕadd (i): to count  
 ʕadda (a): to cross over  
 ʕagab (i): to please  
 ʕaguuz, ʕawagiiz: old

ʕala: upon, on	ʕašaan: in order to, because, for
ʕala buð: at a distance of	ʕašaan kida: for these reasons
ʕala mahlu: carefully, slowly	ʕášara: ten
ʕala tuul: immediately	ʕeeb: shame
ʕala yafla: suddenly	ʕeeš: bread
ʕalami: universal, world	ʕibaada: worship
ʕalašaan: in order to, because, for.	ʕiddit [marraat]: several [times]
ʕalee [yiktib]: it is required of him [to write]	ʕiid, ʔaʃyaad: feast, holiday
ʕalla (a): to raise	ʕiid-ilmilaad: Christmas
ʕallim: to teach	ʕiid-il'isti'laal: Independence Day
ʕamal (i): to do, make	ʕiid-il'iyaama: Easter
ʕamal, ʔaʃmaal: work	ʕiid-iʃʃawra: Revolution Day
ʕámalí: experimental	ʕiid-iššukr: Thanksgiving
ʕamm: general	ʕiid milaad: birthday
ʕamm: uncle	ʕiid qawmi: national holiday
ʕammaal [yiktib]: [to write] all the time, continually	ʕilba, ʕilab: box
ʕan: about	ʕili (a): to rise
ʕand: with, in possession of	ʕilm, ʕuluum: knowledge, science
ʕáabi, ʕarab: Arab, Arabic	ʕilmi: academic, scientific
ʕarabiyya, ʕarabiyyaat: car	ʕinab: grapes
ʕard: width	ʕirif (a): to know
ʕariid: wide	ʕitiš:(a): to be thirsty
ʕasuur, ʕasafiir: bird	ʕiša: late evening
ʕaskar: soldiers, policemen	ʕišriin: twenty
ʕaskari, ʕasaakir: policemen, soldier	ʕumr: age
ʕaskari, ʕaskariyyiin: military	ʕumru ma [katab]: he has never [written]
ʕasr: mid afternoon	ʕusuur: see ʕasr
ʕasr, ʕusuur: age	ʕušr: one tenth
ilʕusuur-ilwusta: the Middle Ages	
ʕataš: thirst	
ʕatšaan, ʕatšaniin: thirsty	
ʕayyaan, ʕayyaniiin: sick	
ʕayyin: to appoint	